

ATLANTA UNIVERSITY

THE ROLE OF PUPIL PERSONNEL SERVICES IN ARTICULATION
BETWEEN FOUR ELEMENTARY AND TWO HIGH SCHOOLS
IN BIRMINGHAM, ALABAMA

A DISSERTATION

SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN COUNSELING AND GUIDANCE

BY

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ATLANTA, GEORGIA

AUGUST, 1975

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ACKNOWLEDGEMENT

The writer is greatly indebted to Dr. Huey E. Charlton and Dr. Robert L. Smothers, chairman and co-chairman of her doctoral committee, who gave so generously of their time and assistance in the supervision of the preparation of this study. The writer is grateful to Dr. Roberta Bayles, Dr. Eleanor C. Rowe, Dr. Thesba N. Johnston and Dr. Louis Shillings for moral support.

Profound appreciation is expressed to Dr. Carol W. Hayes, retired Director of Schools, Birmingham, Alabama, for his invaluable personal counseling and sincere encouragement during the time of this study.

Appreciation is extended to Dr. Leon Kennedy, president of Lawson State Community College, for his inspiration; to Dr. Wilmer S. Cody, superintendent of Birmingham Schools and his staff for their assistance; and to the elementary school principals: Ulysses Chatman, Claude A. Wesley, Abraham Jones, and James W. Pharris; and to the high school principals: John B. Norman and James L. Lowe, who so graciously took part in the study by providing information about their schools and allowing participation by teachers and other personnel workers, without whose cooperation this study could not have been conducted.

Finally, sincere appreciation is extended to her daughter, Lillie M.H. Fincher; and to her grandchildren, Cherry Poinsettia Fincher to whom this study is dedicated, and Cassandra Pamela Fincher for their encouragement, patience, and understanding during the course of this study.

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CHAPTER I

INTRODUCTION

Rationale. High school students, like all other students, are constantly confronted with certain problems of adjustments. Often severe adjustment problems develop during their freshman and sophomore years. Moving from the self-contained elementary school to a departmentalized secondary school frequently leads to problems of adjustment. Ball (1962) states that skills acquired in the elementary school are not always sufficient to enable the pupil to cope with the demands of the high school.¹ Moreover, a review of the literature reveals that the elementary school frequently does not adequately prepare a pupil to profit from the type of instructional program he will have in high school. It seems reasonable, then, to assume that the curriculum of the elementary school should be designed to provide experiences which will assist in the development of pupils who know how to think; persons who can assume responsibility; and persons who are flexible and adaptable to change.

These being characteristics which facilitate adjustment of new students, if the desired goals are not being achieved, it becomes the task of

¹Arthur L. Ball, "Factors Affecting Articulation in the Transition of Pupils from Eighth-Grade Elementary Schools to Secondary Schools," National Association of Secondary Principals (February 1962), pp. 418-419.

the entire school faculty, under the leadership of the administration, to appraise constantly the teaching and learning efforts to effect whatever adjustments are necessary in order to make the school a more effective force in serving children.

One aspect of the problem has to do with the instructional programs and the guidance practices found in elementary and secondary schools. By way of organization for instruction, the typical elementary school is set up on a so-called self-contained basis, i.e., one teacher being responsible for one group of pupils. The typical secondary school is departmentalized. In the elementary school stress is on the need for the teacher to know the pupils, while the secondary school places emphasis on the teacher's need to know the subject. Organizational patterns of this nature offer little opportunity for students to move into the secondary school without becoming frustrated.

Another aspect of the problem may be found in certain organizational and administrative practices having to do with elementary and secondary school attendance units. Most elementary schools are relatively small while many secondary schools have large enrollments. Therefore, the mere size of elementary schools contrasted with secondary schools may account for part of the articulation problem. To the pupil, particularly at the beginning of his high school career, the large, complex, and of necessity, less personal institution may represent a rather fearful experience. Counselors and

other school personnel who have both knowledge of the pupil and information as to opportunities of an educational, social and vocational character can help the individual pupil become adjusted to his present situation; and, therefore, profit maximally from whatever educational experiences he encounters.

The plan of staff organization found in a school system may also affect articulation between elementary and secondary schools. As long as elementary school principals and secondary school principals meet as separate work groups there is no ready vehicle for attacking common problems where students are the main focus. Moreover, when supervision is organized on a horizontal basis--one set of supervisors for elementary school and another set for secondary schools--no one has the responsibility for working at the articulation of instruction between the two levels of the school.

Better articulation between school units and between school and college may be realized when administrators, teachers, counselors, and other supportive staff members accept their joint responsibility in the educative process. This realization is evidenced where teachers, administrators, and guidance personnel are not indulging in the practice of blaming teachers, administrators, and guidance personnel of other schools for students' failures and poor adjustment, but, instead, are working with all personnel of other units and at other levels to secure continuity of instruction and guidance.

Another difficulty of articulation between the elementary and secondary school is a lack of awareness on the part of educators and guidance

personnel of the need for a well-organized program at various "transfer" points between schools and school levels. Such "transfer" points occur between the eighth grade and high school or between high school and institutions of higher learning. Wherever a junior high exists, the additional need for articulation would be between the sixth grade and the junior high, and between the junior and senior high schools.

Where there is little or no interaction between the elementary school and the secondary school, considerable time is consumed in getting acquainted with students' histories; consequently, actions pertaining to adjustment of new situations at transfer points are often delayed. Students' histories could be up to date and available when needed at the secondary level, if counselors, psychologists, school nurses, teachers, and social workers worked cooperatively with their counterparts at different school levels. Improved articulation between elementary and secondary school levels results when there is an exchange of essential information about individual pupils. Examples of essential information include: a summary of the pupil's progress in the basic skills and subject areas; scores on achievement and psychological tests; some indications of the student's potentialities; and some indications of his style of learning.

The secondary school teacher is sometimes slow in recognizing growth in the individual because the instructional aim is mastery of the subject matter. There is evidence that high school enrollments show that the greatest decrease (dropouts) occurs in the first year. Counselors, teachers,

and administrators should view the whole school as an entity. The more each knows about the functions which precede and follow that part practiced at a given level, the better the pupil's chances of a smooth transition from one level to the next.

The literature suggests that a good guidance program will facilitate articulation between different levels of schooling.¹ Such a guidance program will possibly include orientation which does not assume to be completed when a student is registered in the new school. Many problems are encountered by the student at later periods, and the guidance programs should identify these needs and periods so as to offer the necessary assistance.

Articulation becomes a reality at the secondary level when an eighth grader, from even the smallest rural school, can feel at home in the largest high school of the city. It can become meaningful when teachers, guidance personnel, administrators and supportive staff members of the secondary school continue to give the specific help that has been given in the elementary school. A well articulated program provides for: (1) exchange of essential information among the instructional staff, pupils, parents, counselors, administrators, and community resource personnel, (2) sharing of records between the elementary and secondary level, (3) special assistance through orientation programs for children during their transition from elementary

¹Ronald F. Campbell, "Articulating Elementary and Secondary Schools," Elementary School Journal 58 (February 1958): 257-263.

school to secondary school, and (4) effective use of the services of counselors, social workers, nurses, psychologists, and physicians.¹

Schools have come to recognize the necessity for serving the pupil in areas other than that of instruction. A number of schools have added a cluster of special services known as "pupil personnel services" to make certain the student can and will be served in all desirable ways. The special services are carried on in close cooperation with the teaching staff. Pupil Personnel Services make their own unique contribution to all the "learnings" which are necessary in the all-round development of children in the elementary and secondary schools.

The overall program of pupil personnel services offers assistance to the individual in all phases of his personal development: intellectual growth, aesthetic appreciation, emotional maturity, physical condition, social and civic relationships, vocational skills, and moral and spiritual values. The activities which fall within the scope of pupil personnel work are varied. Although these services are carried out by members of the school staff, they are the primary responsibility of several specialists: the school counselor, school psychologist, school social workers, medical and health specialists, and child accounting and attendance workers. These five core services constitute the essentials of pupil personnel services necessary to assist pupils in transferring from one school level to the next.

¹Richard S. Byers, "Articulation in the Junior High School," National Association of Secondary School Principal Bulletin 46 (February 1962): 416-418.

Evolution of the Problem

The Birmingham Public School System is organized on the 8-4 plan. Grades one through eight are considered elementary grades and grades nine through twelve are known as secondary or high school grades. The school districts are divided into zones designed to equalize enrollments, facilitate transportation, improve continuity of programs and reduce frustration on the part of students at any level.¹

The basic purpose of the school is to provide youth with a meaningful education. The counselor exists to further the same goals of academic and vocational achievement and personal-social development that teachers and administrators advocate. He contributes to the achievement of these goals, however, in special ways--ways which are appropriate and unique to him because of his position and special training.

The writer served as guidance counselor and coordinator of guidance services at G. W. Carver High School for six years. Lewis and Hudson Elementary Schools are two of the feeder schools for Carver High School. C. W. Hayes High School is a receiving school for Lincoln and Washington Elementary Schools. The administration and faculties have been concerned and interested in guidance and guidance-related services designed to help students make the transition from elementary to high

¹"Report of Progress," Birmingham Public Schools, 1921-1931. Birmingham, Alabama.

school with a minimum amount of frustration. This was evidenced by the results of self studies made by the secondary schools involved in this Study.¹

The writer became interested in this problem when students who finished Hudson and Lewis Elementary Schools in the top ten percent of their classes failed to perform in a satisfactory manner once they entered high school. For example, a five year study (1964-1969) of pupils who enrolled in the ninth grade at Carver High School revealed that 47.3 percent of the withdrawals were attributed to "lack of interest" and "poor scholarship" (see table 1). A follow-up study (1970-1974) of Carver High School revealed that 56.6 percent of the withdrawals were attributed to "lack of interest" and "poor scholarship" (see table 12).

It was out of this concern for the type of academic performance and lack of interest and adjustment on the part of high school freshmen, that the writer chose to try to find out where the school system was failing these new students. Since the problem appeared to become evident near the transfer point from elementary to high school, it was obvious that a logical place to begin an investigation would be at this point.

¹"The Report of the Staff Evaluation of Carol W. Hayes High School," Birmingham, Alabama, 1962-1963; "The Self Study Report of George W. Carver High School," Birmingham, Alabama, 1964-1969; "A Follow-up Study of Carver High School," Birmingham, Alabama, 1970-1974.

TABLE 1
CARVER HIGH SCHOOL ENROLLMENT FOR NINTH AND TENTH GRADES 1964-1969

Classification	1964-1965			1965-1966			1966-1967			1967-1968			1968-1969			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Tenth	206	185	391	203	203	406	191	191	382	191	203	394	204	211	415	995	993	1988
Ninth	241	218	459	238	199	437	229	219	448	238	228	466	251	250	501	1197	1114	2311
Withdrawals	35	33	68	104	139	38	28	28	66	47	25	72	47	39	86	202	121	323

Source: Self-Study Report 1969

Causes for withdrawals: (1) disciplinary difficulties; 6.1% (2) illness; 3.6% (3) lack of interest; 41.3% (4) marriage; 2.4% (5) poor scholarship; 6.0% (6) employment; 2.8% (7) transferred; 19.8% (8) needed at home; 8.2% (9) military; 4.6% (10) unknown; 5.2%.

TABLE 2

CARVER HIGH SCHOOL ENROLLMENT FOR NINTH AND TENTH GRADES 1970-1975

Classification	TABLES 1970-1975																	
	1970-1971			1971-1972			1972-1973			1973-1974			1974-1975			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Tenth	190	184	347	192	162	354	174	183	357	153	165	318	143	151	294	852	845	1697
Ninth	217	200	417	220	221	441	205	185	390	191	185	376	178	166	344	1011	957	1968
Withdrawals	27	16	43	28	59	87	31	2	33	38	20	58	35	15	50	159	112	271

Source: Self-Study (Follow-Up) Report (1974)

Causes for withdrawals: (1) disciplinary; 5.3% (2) military; 1.4% (3) illness; 2.8% (4) lack of interest; 49.3% (5) employment; 3.8% (6) poor scholarship; 7.3% (7) transferred; 14.6% (8) moved; 0.9% (10) unknown; 14.6%.

Contribution to Educational Knowledge

However effective pupil personnel services are at the elementary school level, they will not eliminate all of the problems that appear in the secondary school. Pupil personnel services in the elementary school can only be effective if they are carried on through a coordinated team approach in which all school staff members work together to provide resources for helping children with special needs.

It is hoped that this study will help school psychologists, school health specialists, school counselors, school social workers, and school attendance workers to see more clearly the role of their services in articulation between elementary and secondary schools.

Statement of the Problem

The problem with which this study was concerned was to determine the role of pupil personnel services in articulation between elementary and secondary schools and to examine the manner in which that role was performed in two high schools and four elementary schools in Birmingham, Alabama.

In attempting to resolve the problem, the personnel programs were compared to the published evaluative criteria; the attitudes and opinions of administrators, teachers, and personnel workers were ascertained; and pupil personnel practices were examined.

Limitations of the Study

This study was limited to an evaluation of pupil personnel services as they relate to articulation between elementary and high schools. The evaluation was based on self study reports utilizing the Evaluative Criteria for elementary schools. The subjectivity of the respondents' responses was a limiting factor.

Another limiting factor imposed upon this study was the unavailability of previous research that examined pupil personnel services from this perspective. It should be said that while much research has been done in the area of articulation, little information concerning the role of pupil personnel services in articulation between school levels was available. Therefore, the generalization of the conclusions of this study will be limited by the fact that the sample may not be representative of pupil personnel programs in all of the elementary schools in Birmingham, Alabama.

Locale of the Study

This study was conducted in Birmingham, Alabama. Respondents were employees of the following Birmingham schools: Hudson, Lewis, Lincoln, and Washington Elementary Schools, and George Washington Carver and Carol W. Hayes High Schools.

Purpose of the Study

The general purpose of this study was to analyze the pupil personnel services in four elementary schools and two high schools in Birmingham, Alabama, and to identify the manner in which these services contributed to facilitation of articulation between the selected elementary and high schools in Birmingham.

Specifically, the purposes were:

1. To describe the pupil personnel services and examine the extent to which the services meet the Evaluative Criteria
2. To determine the amount of involvement by pupil personnel services personnel in activities that contribute to articulation
3. To find out how records are used in helping students with problems that relate to articulation
4. To evaluate the effectiveness of pupil personnel services on pupil articulation in the selected schools
5. To make recommendations for change in pupil personnel services' policies where the need for change becomes evident as a result of this study.

Operational Definitions

The following terms are defined as they are used in this study:

1. Guidance Services: Refers to one of the services designed to

implement a helping function related to, but not synonymous with instruction. Guidance services are usually performed by a counselor.

2. Articulation: A process of coordinating the learner's experiences with one another so that they work easily, flexibly, and fully. This process minimizes the loss of learning, time and energy in moving from one experience to the next.
3. Pupil Personnel Services: Services rendered by counselors, psychologists, health specialists, administrators, and teachers in helping students with their problems. Instruction is not considered as a pupil personnel service even though teachers often perform pupil personnel functions.
4. Psychological Services: Services designed to identify the individuality of each pupil, his capacities, interests, and needs. These services include testing and program planning to help the pupil with emotional and adjustment problems.
5. Health Services: Refers to physical and mental health services designed to help the pupil maintain good health. Such services are not directed at instruction, but aim to facilitate total growth and development.
6. School Social Work Services: Services designed to assist in preventing or solving school-related problems of individuals which involve family, school, and community relationships.

7. Attendance Services: Services designed to promote and improve pupil attendance. Such services include early identification of non-attendance causes, early action on non-attendance problems, and enforcement of attendance laws.

Method of Research

The Descriptive-Survey Method of research, utilizing the specific techniques of the questionnaire and the checklist were used to gather data required to fulfill the purposes involved in this study. Descriptive statistical analysis was used to analyze these data consistent with the purposes of this study.

Research Procedure

The operational steps used in conducting this study were as follows:

1. Permission to conduct this study was secured from the superintendent of the Birmingham City School System and the Alabama State Superintendent of Education. The research project was discussed with the director of guidance, the assistant superintendent in charge of secondary schools, and the director of elementary schools. Both officials gave enthusiastic support of the study.
2. A survey of literature pertaining to psychological services, health services, guidance services, school social work services, and attendance services relative to articulation were performed and used as background information necessary in conducting the study.

3. A survey of "Section I" of the Evaluative Criteria Manual for Elementary Schools was made and used as a basis for determining the effectiveness of pupil personnel services in the schools. Specific questions were taken from the Criteria and used to formulate a questionnaire which was completed by selected school personnel.
4. The basic data-gathering questionnaire, a copy of which is included in the appendix to this report, was distributed to teachers, counselors, and other personnel workers to ascertain their involvement in activities that may facilitate pupil articulation. The questionnaire data are shown in tabular form in Chapter III.
5. The cumulative records of pupils enrolled in grades seven and eight of the participating elementary schools were examined systematically. Every third cumulative record card was examined to determine if it contained the pupil's name, date of birth, place of birth, address, parents' names, occupation of parents, nationality of parents, test data, health information, home conditions, extra-curricular activities, relations with teachers, hobbies, special interests, and occupational choice. The information sought was considered essential for any efforts to aid a student in moving from one level of schooling to the next.
6. The findings are summarized in the final chapter of this document. The researcher's interpretation of those findings, along with conclusions, implications, and recommendations are also shown.

Description of Instrument

A questionnaire was prepared by the researcher which attempted to elicit responses which shed light upon the objectives of the study. The questionnaire was patterned after "Section I" of the Evaluative Criteria Manual for Elementary Schools and embodied some modifications which rendered it more appropriate for use in this study. Before the questionnaire

was administered to the subjects, a pilot group of graduate students was administered the questionnaire. After the questionnaires were received from the pilot group, a follow-up interview was conducted with each member of the pilot group to determine whether or not consistency of responses existed between the data obtained by the questionnaire and that obtained during the interview. It was found that persons in the trial group gave responses in the interview which agreed with their questionnaire responses. It was also found that the trial respondents interpreted the items as the researcher intended. A copy of the questionnaire is carried in the Appendix.

The checklist, consisting of items suggested in the Educators' Encyclopedia; Handbook for Alabama School Attendance Supervisors; Pupil's Cumulative Record for Elementary Schools--Birmingham, Alabama (Series A--Form 31, Revised February, 1974); and by the researcher and the advisory committee was used in the inspection of student cumulative records. The checklist was divided into eight general areas consisting of the following: (a) General information; (b) Test Data; (c) Health Information; (d) Scholarship; (e) Home Conditions; (f) Social Relations; (g) Interests; and (h) Occupational Choice. A copy of the checklist is carried in the Appendix.

CHAPTER II

SURVEY OF THE RELATED LITERATURE

Introduction

Pupil personnel services, in one form or another, have appeared in the literature for many years. This review does not attempt to include all pupil personnel services; rather it includes representative examples which show the nature and extent of activities involving psychological, health, guidance, social work and attendance services as they relate to and reflect concern for articulation problems. In some instances the concern was not spelled out but such reports are included when the tie-in was crystal clear.

Although everyone would not concur on the pupil personnel service which plays the most important role in articulation, the effectiveness of the existing services may also present a debatable question. However, as one experiences, observes, and reviews the literature, one is struck by certain characteristics, findings and recommendations of pupil personnel services programs which seem to make them effective in articulation. While little data attesting to the effectiveness of pupil personnel services are available, there are innumerable authorities whose opinions enthusiastically support their worthwhileness.

Pertinent areas of review essential to the role of pupil personnel services in articulation may include (1) pupil personnel services before the beginning of modern civilization and (2) early organizational patterns of pupil personnel services. The first sections of this review of literature look at these two areas.

Early Pupil Personnel Services

A form of pupil personnel services existed as early as the Seventh Century B.C. when the Greeks formed elementary schools in Athens. Counselors, known as tutors, selected the exceptionally talented boys to attend the newly formed elementary schools. Boys who were not so talented were apprenticed under a master craftsman who supervised the work and so taught the apprentice his skills.¹ This identification of ability and guidance of boys on the basis of ability may have been the forerunners of our present day guidance movement and vocational education.

Pupil personnel services were also performed during the Fifth Century B.C. when emphasis was initially placed on the intellectual aspects of education. With the additional emphasis came the need for tutors to teach students to think and reason things out, rather than simply to rely on their guesses, desires, or emotions.

¹The World Book Encyclopedia, 1972 edition, "History of Education." Vol. 6: 65-67.

It was not until the Second or Third Centuries B.C. that Greeks began to organize education on three levels--the primary school, the school of the teacher of letters; a secondary school, taught by the grammaticus and attended by boys from about the age of thirteen to about eighteen; and higher education, taught in the philosophical and rhetorical schools which were known collectively as the University of Athens.¹ This pattern for education, together with the Greek emphasis on intellectual studies, was a form of continuity of studies which may well represent the forerunner of articulation problems between grade levels and laid the foundation for the modern education system.

Early Organizational Patterns of Pupil Personnel Services

Personnel responsible for the Calvinists' form of education were recognized in its organizational pattern as early as the Seventeenth Century. The plan comprehended instruction in the home and the church, and the establishment of schools by the civil authorities; thus pupil personnel included family members as well as church and school counselors. Although the chief concern of the Calvinists was the promotion of religious instruction, there were evidences of organization in their programs. Eby reports:

In order that the Christian youth may be diligently instructed in the principles of religion, and be trained in piety, three modes of catechising should be employed:

¹The New Funk & Wagnalls Encyclopedia, "Education" (New York: Univorn Publishers, Inc., 1950): 4116-4117.

(1) In the house, by parents; (2) In the schools, by schoolmasters; (3) In the churches, by ministers, elders and catechists especially appointed for the purpose.¹

Parents were to diligently instruct their children according to their abilities and to engage their punctual attendance on family worship. Thus, parents were considered teachers and attendance officers. Schools in which pupils were to be properly instructed were located in cities, towns, and country places. It was requested of the Christian magistracy that a well-qualified person be employed and enabled to devote himself to the school; and that children of the poor might be gratuitously instructed, and not be excluded from the benefit of the schools. Such a person in our present day educational system would be referred to as a teacher.

In order to determine the diligence of the teachers and the improvement of the youth as well as to encourage the teachers and counsel them in their duties, the ministers, with an elder, and if necessary, with a magistrate were required to visit all the schools--private and public.

Though articulation between levels of education was not of prime concern to early Protestants, the necessity for articulation between the home, the school, and the church is evident. The Protestants advocated literacy as a corollary to their doctrines, for all Protestants were, in theory required to

¹Frederick Eby, The Development of Modern Education, 2nd ed. (Englewood Cliffs: Prentice-Hall, 1964), pp. 168-169.

read the Bible; elementary education in the vernacular was derived from this concept. Such education became actuality because of the unity of church and state in Protestant countries. The Catholic Church adopted the methods of Protestant religious education and organized their elementary schools accordingly.

The schools were, however, still characterized by medieval methods until Comenius, the foremost Reformation educator, proposed a comprehensive school system which would educate children from birth to maturity; the curricula of these schools would be carefully graded to follow the child's natural development. Comenius' concept presupposed the natural development; therefore, his plan encompassed pupil personnel services in articulation provided by specially prepared teachers and tutors, and the sequential organization of the school. His concept regarding the functions of education were to be realized in a clear-cut system of schools. Anticipating the present-day point of view, he took as his guiding principle in the grouping of the grades the stages in the growth of the child to maturity. His school system is divided into four levels of six years each as follows: (1) For infancy, the mother's knee; (2) For childhood, the Vernacular-School; (3) For boyhood, the Latin-School; (4) For youth, the University and travel. Comenius further suggested:

All schools shall begin at a uniform date, and children shall be admitted at no other time. A daily and yearly schedule of work shall be followed: The subjects of instruction are to be so divided that each year,

each month, each week, each day, and even each hour may have a definite task appointed for it.

He suggested a separate room with a specially prepared teacher for each class. For younger children, he specified fewer hours of work per day and no home work, and tutors trained to help with the assigned tasks.

. . . Comenius proposed a system of education open to all, one which led from the kindergarten through the university--a proposal some three centuries ahead of his time.¹

The problem of articulation of the elementary school and the high school in America emerged during the early part of the Nineteenth Century. From 1840 to 1850, some of the high schools of Massachusetts began the practice of basing their entrance examinations upon the grammar school subjects--a policy which had not been thought necessary at first. In some cases the requirements specifically stated that the subjects for the admission examinations were the grammar school studies. This was true of the following high schools: Worcester, 1844; Nantucket, 1848; Quincy, 1853; Westfield, 1854-1855; Taunton, 1855-1856; and South Danvers and Plymouth, 1857. It was not until some years after the Civil War that the admission examination was generally abandoned, and that children were allowed to enter the high schools by virtue of having completed elementary school.

The main problem emerged when the unified city school system was formed by superimposing the high school directly upon the graded school.

¹Ibid., pp. 184-185.

No effort was made to articulate the curricula of the two institutions; the unification was, therefore, largely superficial and mechanical.¹ Another problem which further deterred articulation inasmuch as the levels did not coincide with the natural stages of development of the child was in the delay in a pupil entering upon the high school course. Instead of entering at from nine to twelve years of age, the pupils generally did not enter until they had completed the eight grammar grades, usually at fourteen or fifteen. In 1846, at Lowell High School, which had been articulated with the grades, the average age at admission was 13 years, 11 months. In 1861, the average age at South Danvers, which was no longer articulated, was 14 years, 11 months, and at Worcester, the first-year high school students averaged 15 years, 7 months. In 1858, the school system of Cambridge, Massachusetts, was planned to carry the child through the grade school by fourteen and one-half years of age.

When it became apparent that articulation between the elementary schools and the high schools would shorten the time a student would have to remain in high school, Grizzell² offered a plan to reorganize the American School System. About 1880 the American School System, after a half a century of effort, formed a pyramid of articulated institutions, kindergartens,

¹Eby, "Articulation of American Schools," pp. 588-589.

²E. D. Grizzell, Origin and Development of the High School in New England Before 1865 (Philadelphia: University of Pennsylvania Press, 1923), p. 279.

elementary schools, high schools; and college, graduate, and professional schools. Leading educators looking critically at the organizational structure, found two weaknesses in the organizational pattern. One had to do with the curriculum, the other with organization.

In 1899, Dewey pointed out with impressive clarity the lack of articulation between the units which go to make up the school systems of the United States. He said, "All organization is nothing but getting things into connection with one another, so that they work easily, flexibly, and fully."¹ He emphasized the point that the lack of articulation in education is due largely to the isolation of the various parts of the school system and the lack of coherence in its studies and methods.

The problem mentioned by Dewey is a historical one. Each of the units of the school system originated under conditions different from those which attended the rise of the others. This may explain, yet not justify, the lack of articulation between school units. The university originated as a group of professional schools in the medieval period. The kindergarten arose in the Nineteenth Century. The primary school grew practically out of the popular movement of the Sixteenth Century, when along with the invention of printing and the growth of commerce, it became a business necessity to know how to read, write, and figure. The aim was distinctly a practical one; it was utility; getting command of these tools, the symbols of learning, not for

¹John Dewey, The School and Society (Chicago: The University Press, 1899), p. 78.

the sake of learning, but because they gave access to a career in life otherwise closed. The aim of education and the school units place the burden of the solution of the articulation problem on the shoulders of the entire school staff, administrators, and pupil personnel workers of the elementary and secondary schools. It is not clear how well the educational program of the early high school was articulated with that of the elementary school, but some conditions which may have encouraged some degree of articulation were noted by Gruhn and Douglass:

We do know that certain conditions pertained which may have encouraged some degree of articulation, such as the fact that the two schools were almost universally under the same board of education and usually had the same superintendent. Frequently they were also in the same building. These conditions alone would tend to encourage greater articulation between the elementary and the secondary school than existed previously with the Latin grammar school or the academy.¹

Some encouragement for closer articulation in the school system came from the fact that the earliest high schools seemed to recognize that their educational program was, in a sense, a continuation of the one in the elementary school. This relationship between the two schools was implied in a statement by the Boston School Committee in 1833² that the Classical (High) School "was instituted in 1821, with the design of furnishing the

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 9.

²Alexander J. Inglis, The Rise of the High School in Massachusetts, (New York: Teachers College, Columbia University), p. 16, citing the Regulations of the School Committee (Boston for 1833).

young men of the city who were going to college, yet had been to public schools, with the means of completing a good English education to fit them for active life."

The historical development of grade organization in the school system caused an articulation problem which resulted in a break between elementary and secondary schools. One of the reasons for dissatisfaction with the organizational pattern, which consisted of eight grades in the elementary school and four grades in the high school, was the abrupt changes in administrative practices and in the curriculum between the eighth and the ninth grades. For instance, when pupils enter the ninth grade, they find many practices which are quite different from those of the elementary school. Gruhn and Douglass state:

The organizational structure of the 8-4 plan is one of the leading factors contributing to the problem of articulation between the elementary and high school. . . . (1) pupils now have several teachers during the day instead of one; (2) they take fewer subjects; (3) many subjects are entirely new, such as algebra, foreign languages, and laboratory sciences; (4) they have greater responsibility for the independent completion of their school work; (5) they study under college or university-trained teachers who tend to place more emphasis on scholastic achievement; (6) there is a large and more impersonal administrative organization; and (7) less personal attention and guidance are given pupils by the faculty.¹

These are a few of the differences between the elementary and the high school which, under the 8-4 plan, create a break between the eighth and ninth grades.

¹Gruhn and Douglass, The Modern Junior High School, p. 415.

It may be that we shall ultimately be driven to recognize that some inarticulation is inevitable in adjusting transition from one unit to the next higher unit. To be sure, it is the duty of all who direct education to discover the causes of unnecessary inarticulation and to do what can be done to remove it. The immediate problem becomes, then, not one of eradicating all separation and eliminating all obstacles to progress, but one of scrutinizing present practices and determining the roles of pupil personnel services in bringing about the highest possible harmony within the system.

The relevant literature reviewed in the remaining sections of this chapter is divided into five sections. Section one summarizes briefly efforts made in recent years to evaluate pupil personnel services. The next section is devoted to an analysis of school objectives which seem to either recognize articulation as a problem area or make reference to goals and purposes which clearly suggest the need to deal with problems which are related to articulation.

In section three, statements pertaining to articulation made by educational leaders are reviewed. Duties performed by student personnel workers have been reported in the literature from time to time. These reports were usually made in the interest of determining what personnel workers should and should not do. Section four examines those reports to find out how much attention is given to articulation. The final section in

this chapter describes briefly some articulation programs found in the literature. It will be interesting to note that practically all schools are interested in helping new students while very few schools are interested in those students who are about to graduate. It appears that many schools are too concerned with students while enrolled in that particular school to give any attention to the student's readiness to profit from subsequent schooling. This is especially evident in areas other than the academic.

Evaluation of Pupil Personnel Services

The central function of pupil personnel services is to enhance and improve the learning environment of the school to the end that each pupil in school has an opportunity to learn to the best of his capacity. Fulfillment of this function requires that systematic aid be given to pupils in solving problems and in making adjustments to present and anticipated life situations. Guidance counselors, therefore, relate to various members of the school staff to provide the service.

Evaluation of pupil personnel services in public schools helps to determine the extent of effectiveness of existing services and projects needing revisions. Several studies indicate that guidance workers recognize the need for evaluation of guidance and counseling programs. Such a study was made by Richard Koeppel who used two basic methods to evaluate the

guidance service in the public schools of Madison, Wisconsin.¹ His first approach to evaluation allowed one to answer the question, "How do the provisions and practices of the guidance and counseling program of your school system compare with those of others?" His second approach was an attempt to study the effects of the guidance and counseling programs on the students. The student was allowed to answer the question, "How can we tell whether or not we are achieving the objectives of our guidance and counseling programs?" From an analysis of the data, Koeppe concluded:

Evaluation of guidance and counseling programs needs to make more extensive use of studying the effects of these programs on the students. More evaluation needs to be done and reported by counselors working at the local level.

Evidently, Koeppe was less than satisfied with what he found.

In an attempt to establish the need for guidance services and to study the provisions for guidance services in the public elementary schools of Louisiana, Purvis constructed a questionnaire from a review of the literature on elementary guidance. On the basis of the results obtained in this study, Purvis concluded that:

- (1) There was general agreement between the authorities in elementary guidance relative to essential elements that were necessary for an elementary school guidance program; and
- (2) The public elementary schools in Louisiana that have guidance programs were meeting the majority of the terms that

¹Richard P. Koeppe, "The Status of Evaluation of Guidance and Counseling Programs," Review of Educational Research (April 1966), p. 126.

were recommended by the authorities in elementary guidance as essential for an elementary guidance program.¹

In a system for pupil personnel services evaluation presented at the American Personnel and Guidance Association convention (1973), the controversy of accountability in the area of pupil personnel services was cited as an important issue.² There seemed to be evidence to support the fact that many of the guidance and counseling programs in local school settings lacked the ability to demonstrate in clear, precise terms just what they were doing. Though the people involved in the counseling and guidance field were aware that they performed a very vital service, communicating this primacy to those responsible for supporting the services has been difficult. The system used in South Carolina to help counselors evaluate their work suggests the following:

1. Pinpoint behavior: What is the person doing or not doing?
2. Base rate: (a) frequency, (b) intensity, duration, or other measurements
3. Behavior objective: What do you or the person want to happen. What, When, Where, How much, How well?
4. Strategies for change: How will you get him there?
5. Evaluate: How will you know that you have arrived?

¹Johnny Ray Purvis, "An Evaluation of Guidance Services in Louisiana's Public Elementary Schools" (Ed.D. dissertation, Northeast Louisiana University, 1971).

²APGA Convention Summaries, Abstracts and Research Reports.
No. 216. "A System for Pupil Personnel Service Evaluation," 1973, p. 108.

Meeting the challenge of accountability may force guidance workers to develop better means for assessing outcomes of guidance services.

Jones made a study in 1957 to determine the function and effectiveness of the guidance program in the secondary schools of Florida. It is interesting to note that the conclusions reached by Jones suggest an approach similar to a system approach. He concluded:

Guidance services should provide for: (a) the cooperative relationship among the home, school, and community; (b) a closer coordination of the work of the secondary school and the sending schools; (c) the use of a system of cumulative records and reports; (d) the use of a system of interpretation of adequate and specific data concerning the individual pupil; (e) the coordination of the work of the school and community agencies; and (f) definite provisions for articulating the work of the school with the needs of the individual after he leaves school.¹

Various concepts of adequate pupil personnel services exist when stated by different authors on different grade levels. The essentiality of certain guidance services may vary with particular authorities, but the objectives may be essentially the same as those listed by another.

Commenting on the evaluation of pupil personnel services, Ferguson conceived that pupil personnel service:

. . . involves locating the children who should be in school, keeping them there under conditions that will permit them to profit from the school experience; it serves pupils and teachers through records--cumulative, anecdotal, and case study; psychological

¹Franklin Jones, Jr., "A Study to Determine the Function and Effectiveness of Guidance Programs in the Lincoln High School," Gainesville, Florida (Master's Thesis, Atlanta University, August, 1957).

studies; counseling, follow-up services; special adaptive programs for those who must be given extra help to attend regularly or to profit from school; health services; and attendance services.¹

Kearney concurs with other researchers who say that guidance is one answer to the needs of all children and is fundamental in all areas of growth--physical, social, academic, and emotional development.² Hatch and Steffire maintain that a well-organized program of pupil personnel services provides for pupil participation in planning their learning experiences, for the evaluation of the growth of children, and for meeting their needs which arise from conditions peculiar to the community.³

In attempting to analyze and appraise the guidance services of selected junior high schools in Ohio, Wogaman delineated as specific purposes of his study: (1) to analyze organizational patterns of guidance in the individual schools; (2) to determine the various guidance services provided; (3) to determine the methods used in appraising the guidance program in these schools, the extent of acceptance of certain basic principles of guidance, and the degree of attainment of these principles.

¹Donald G. Ferguson, Pupil Personnel Services (Washington, D.C.: Center for Applied Research in Education, Inc., 1963), p. 107.

²Milo E. Kearney, "Making Guidance Effective in Elementary Schools," The Elementary School Journal 56 (April 1956), p. 348.

³Raymond Hatch and Buford Steffire, Administration of Guidance Services (New Jersey: Prentice-Hall, Inc., 1956), pp. 26-27.

Some of the more important conclusions drawn from the data collected were:

1. Guidance was a major part of the school program
2. Guidance organizations and services were being extended and increased
3. Additional guidance personnel and additional time for guidance personnel were needed in the individual schools
4. In general, guidance was administered through recommended practices
5. Among the specific group guidance services which approached satisfactory levels were educational planning, knowledge of school offerings, orientation for incoming students, exploratory courses, courtesy and social behavior, community citizenship, and physical health
6. In general, individual pupil guidance services were inadequate
7. Pupil information collected as part of the guidance program was not adequate
8. The major problems in guidance were the need for more time for guidance personnel, more clerical help for guidance personnel, more time for teachers to do guidance work, more trained guidance personnel, and more financial aid for guidance programs.¹

An examination of several other studies of guidance services reveals the Criteria for Evaluating Guidance Services² contained, basically

¹Maurice A. Wogaman, "An Analysis of the Guidance Organization and Services in Selected Junior High Schools in the State of Ohio" (Ed.D. dissertation, Indiana University, 1955).

²United States Department of Health, Education and Welfare, Office of Education, Criteria for Evaluating Secondary Schools, 4th Edition, Section 7 (Washington, D.C., 1969).

these areas: (1) Organization, (2) Guidance Staff, (3) Counselors and Guidance Specialists, (4) Counselor Support Personnel, (5) Roles of Teachers in the Guidance Program, and (6) Consultation and Referral Resources. A variety of services that the guidance program may render are mentioned, all of which are connected with one or more of the pupil personnel services encompassed in this study. A single school need not provide all possible pupil personnel services to be considered to have a good program of pupil personnel services. Each school should provide guidance services that: (1) meet the needs of the students as indicated by the characteristics of the school and community, (2) are consistent with the philosophy and objectives as developed by the school, and (3) identify problems in the services that may be solved by the school personnel.

There is little variation in studies and reports relative to efforts made in recent years in evaluating pupil personnel services. Much of the task of evaluating these services in this research has been done by school personnel and visiting committees. Therefore, the remaining studies will be summarized briefly based on "self-study reports" conducted by the schools within the past five years.

A number of studies have been done on the high school level, particularly in the Birmingham Public School system. Many of these are self-studies for the purpose of re-evaluating the existing guidance services.

In 1975, the faculty and staff of Huffman High School studied the guidance services and reported the following:

There are three full-time and one part-time counselor at Huffman High School. The guidance curriculum includes individual and group conferences with all eighth graders prior to high school entry. These conferences are structured and unstructured. This gives eighth graders feelings of empathy with high school counselors and feelings of belonging before actual physical entry into the high school setting.

An orientation program especially for freshmen is presented by upper class Huffman students explaining significant phases of school life. Individual conferences, group guidance, guidance for transfer students, vocational information, and higher educational planning is an integral part of their guidance services.

An extensive testing program assesses the level of intellectual development and aids in predicting students' potential rate of progress and in encouraging more mature academic and vocational decision making.¹

Guidance services at Jones Valley High School are organized to help students gain insights which may be translated into acceptable behavioral habits. To fulfill this objective of the pupil personnel program, available services and programs are organized for all grade levels. The services consist of the administration of standardized tests, pre-orientation for all eighth graders at feeder schools, grade placement for freshmen, and provision of information for future occupational and educational goals. Individual counseling for those students who voluntarily seek it and for those

¹Huffman High School, Five Year Interim Report, April 8, 1975, Birmingham, Alabama (Mimeographed).

referred by teachers is readily provided. Use of group guidance for dissemination of general information has proven to be a total school asset. Jones Valley has a placement service for helping students obtain additional education through contact with college personnel and for helping students secure possible employment in vocational possibilities. While Jones Valley has a commendable program, community changes of the last five years have resulted in a decrease in the number of guidance services offered.¹ Articulation is a recognized function of pupil personnel services at Jones Valley High School.

Ramsey High School's self-study revealed many efforts to meet the standards listed in the Evaluative Criteria. The philosophy of the school inculcates the responsibility to strengthen the students' emotional stability through various programs that will assist them in redefining or developing their values. The school's guidance philosophy as stated mentions this responsibility.² As the student's educational program unfolds, the guidance services seek to assist him in his transition from one new set of experiences to the next.

The guidance organizational pattern involves assigning students by grade level to two full-time counselors. However, students are not

¹Jones Valley High School, Re-evaluation Self Study Report Birmingham, Alabama, 1973-1974.

²Ramsey High School, Re-evaluation Self Study, Birmingham, Alabama, 1974-1975.

"locked in." Grade level assignments are flexible and allow students to change their counselor when feasible. For optimum effectiveness, conferences are arranged by appointment. Services provided include: (1) student accountability plan, (2) individual counseling, (3) large and small group counseling, (4) psychological and dental referrals, and (5) parent contacts. Counselors also conduct orientation sessions for grades 9, 10, & 11 to discuss choices of subjects. The guidance staff has designed "Career Exploration" programs using community resources. Tutorial programs utilizing volunteer tutors have been set up in community churches.

The counseling programs lack clerical and paraprofessional aids which would free counselors to do a more professional exploration and dissemination of pupil personnel services. However, there is specific mention of movement from one learning experience to another in this school's self study.

In this self study made by Phillips High School the following report was submitted:

Guidance in Phillips High School is a student-centered program, focusing its attention on each student's need in the educational process. There are three full time counselors for an enrollment of 1,400 students. These counselors offer services in 13 different areas and work together with teachers in matters affecting students' academic, behavioral, curriculum, personal, social and scheduling problems, as well as in identifying over and under achievers, and in job adjustment and consultation with parents. The faculty and staff consider "feeder school"

visitation for 8th grade orientation and graduation follow-up to be areas of prime importance. Through their efforts, students understand themselves as distinct individuals, accept responsibility for their actions and development, adjust to life situations with understanding, make decisions when faced with alternatives and find their place in the work-a-day world.¹

Reference to feeder-school visitations and follow-up of graduates indicate concern for articulation.

Conclusions for a study of guidance services at Jackson-Olin School revealed vital aspects of pupil personnel services.² The total educational process focused upon the training of the individual student. The program involves parents, community agencies, school administrators, and teachers who assist in preparing students for both worlds, academic and vocational. The counselors see each student as a separate individual with interests, abilities, and needs of his own. There is little communication between the feeder schools and the receiving school. The major contact with the feeder schools is through reports of students' progress during their freshman year. The lack of direct contact with feeder schools places this high school among the not-concerned.

On the basis of the results of a self study by the faculty and staff of West End High School, it was determined that counseling for the student

¹Phillips High School, Re-evaluation Self Study Report, Birmingham, Alabama, 1974-1975.

²P. D. Jackson-Olin School, Report of Self Study, Birmingham, Alabama, 1974.

matriculating at West End starts with counselors visiting the feeder schools in the spring of the year.¹ Such visits are designed for placement testing. Group counseling through civics classes serves a dual purpose: (1) freshmen are introduced to the many facets of the school, and (2) opportunities are provided for enrollment and participation in extra-curricular activities. A student-teacher committee on guidance encourages every student to get to know himself and to use maximum efforts to develop to his greatest potential.

In 1953, the guidance personnel staff and faculty of Fairfield High School became aware of their responsibility to double their efforts in providing guidance services to meet the needs of all students enrolled in the school.² The total counseling services were found to be inadequate. Many factors mitigated against the pupil services. There was little correlation of guidance services between feeder schools and the receiving school. The faculty conceived guidance as being an integral part of the educational process and recognized the classroom teacher as the important person in the guidance program. Many guidance essentials were provided by two counselors who were not only trained as counselors but also trained to administer individual and group tests. A

¹West End High School, Report of Re-evaluative Criteria Committee, Birmingham, Alabama (April 29, 1970).

²Fairfield Industrial High School, Report of Evaluating Committee, Fairfield, Alabama (October 1970).

testing program was utilized in appraising student achievement and provided a comprehensive picture of growth. Data sheets for newly arrived ninth (9th) graders were designed to provide information that would help students and their faculty advisors solve their school problems and assist in guiding them in their educational and vocational choices. Inspection of the objectives of Fairfield High revealed no specific mention of articulation. This may account for the absence of a coordinated articulation program.

Analysis of School Objectives

Since education is concerned with human behavior, its established goals or objectives are designed to influence and effect the direction and meaning of human existence. One of the most commonly cited statements of objectives for American education, contained in the Purposes of Education in American Democracy, establishes educational objectives in four groups--(1) self-realization, (2) human relationship, (3) economic efficiency, and (4) civic responsibility.¹ However, the groups should not be isolated nor should they quarter section education, but rather they should be considered "as a series of four vantage points from which the purposes of education may be studied, the total result being a comprehensive view

¹Educational Policies Commission, The Purpose of Education in American Democracy (Washington, D.C.: National Education Association, 1938), p. 157.

of the whole."¹ Although the views expressed in the 1938 report have been further delineated and refined in the intervening years, their basic meaning has remained. Their influence on American Education must be recognized. However, as is often the case with such general statements of purpose, their individual meaning, as well as their interrelationship, are often lost or subverted in day-to-day activities. To the extent that this occurs, such statements can become platitudinous. To this extent they are no longer a significant part of the learning process and have little, if any, impact on human behavior. Yet, this situation need not occur. To comprehend their significance, one need simply to note a review of other objectives of education in this manner:

"An educated Athenian was expected to read well, to recite well, and sing well. With gymnastics the students also received instruction in ceremonial dancing. . . . Training in the trades and handicrafts, on the other hand, was considered unfit and even degrading."

During the early years of civilization, the Romans were content to educate their children chiefly within family. . . . The schools eventually established had as their main purpose the supplementing of family instruction; consequently, they taught little more than reading, writing, and simple arithmetic. . . . The final stage in the education of a cultured Roman in the days of the Empire consisted of advanced training in rhetoric--that is, public speaking and debate.²

¹Ibid., p. 47.

²Tyrus Hillway, Education in American Society (Boston: Houghton-Mifflin Company, 1961), pp. 84-87.

This education satisfied the needs of the Athenian and Roman gentlemen but would not meet the criteria acceptable to the Educational Policies Committee.

The lack of organization in the early schools may have presented an articulation problem as efforts were made by the teachers to reach stated educational objectives. Pupils did not attend school regularly during the colonial days when their help was needed at home. They were not classified according to age, ability, or achievement; nor was there really an organized curriculum.¹

Classification or grading pupils was first introduced into the American elementary school by the monitorial plan of organization which was prominent in this country from about 1810 to 1830.² The monitorial schools grading system which was not similar to our present system of classifying pupils, may have created an articulation problem. Under the monitorial system, a large number of pupils were taught by one teacher with the help of more capable students. The entire school was organized into small groups according to the ability of the pupils to spell. Little consideration was given to other areas of learning which seemed to have been needed for advancing pupils in their pursuit of knowledge.

¹Gruhn and Douglass, The Modern Junior High School, p. 4.

²Paul Monroe, Founding of the American Public School System (New York: The Macmillan Company, 1940), p. 154.

To achieve the schools' objectives, a variety of methods of reclassifying the subjects taught have been proposed. Herbart advocated correlation of all subjects designed to bring about total integration.¹ His proposal proved to be both difficult and rare, but of this idea came the "units" and "projects" which succeeded in cutting across traditional subject matter lines. Perhaps the most popular of the new ideas for reclassification was the core program, which, in its broadest sense, provided an opportunity for articulating all subjects.

In 1918 The Report of Commission on Reorganization of Secondary Education was published by a committee of the National Education Association. The Commission declared that the high school should plan a program which would contribute in the best way possible to the student's (1) health, (2) command of the fundamental processes, (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character. These objectives have become known as the seven cardinal principles of Secondary Education in the United States and have been extremely influential in the educational process.²

¹John Frederick Herbart, Outlines of Education Doctrine, translated. Alexis F. Lange (New York: The Macmillan Co., 1901), pp. 136-137.

²Herbert Spencer, "What Knowledge Is of Most Worth?" Commission on Reorganization of Secondary Education, Cardinal Principles of Secondary Education (Washington: U.S. Government Printing Office, 1918).

In spite of differences among states' school systems, there is a remarkable similarity among the courses of study which have been adopted by most American schools. The Missouri State Department as early as 1921 felt the need for continuity of the educational process in understanding and reaching the objectives of education as written by the state department of education. In a report to the general assembly, Baker wrote:

The new education is not merely stuffing the mind with facts, but it is the use of the mind in accomplishing a worthy deed . . . The preparation of the schools is forming an easy path to join hands with the practical world. Filling the mind with facts is only a small part of education. The full value of true education first blooms out when thoughts are verified by material accomplishment. The plowing of a field, the building of a house, the making of a garment, the construction of a machine, require the processes of education. The word "deed" spells education.

If the school of the future is to play an important role in American society, it must offer a dynamic program of education and be able and willing to play an important role in social engineering.¹

The State Department of Alabama lists the following major objectives of the department: (1) to help teachers and school officials in the full development of the well-runded pupil; (2) to help plan the education of elementary teachers; and (3) to promote education for the maximum development of all pupils.²

¹Superintendent of Schools, Seventy-Second Missouri Report of Public Schools, 1918, p. 32.

²Department of Education, Course of Study for Elementary Schools (Birmingham, Alabama: Birmingham Printing Co., 1926).

The State Department of Education in Tennessee has as its basic function the provision of leadership in planning, research, consultative services, public relations, and in-service education. In addition, the regulation of such matters as a guarantee of educational opportunities to all persons, the protection of life and health in the schools, the safeguarding and use of public school funds, and the coordination of the operations of state and local education agencies are all of concern and active interest for the department. It offers guidance and counseling services, psychological service, and special education. Children who are physically handicapped either visually or linguistically can participate in the special education program. Children who avail themselves of these services have better chances of attending and benefiting from school than children with similar handicaps, who for some reasons, do not use these services.¹

The Kentucky State Department of Education provides adequate pupil personnel services. Pupil personnel records and accounting have been vital areas of responsibility from the beginning of organized education in Kentucky. Information from these records has been made available annually to the U.S. Office of Education . . . To improve school attendance, the county commissioners as early as 1873 advocated compulsory attendance

¹1A Study of Tennessee's Program of Public Education, Department of Education (Nashville: The Department, 1948), p. 21-24.

laws. It was imperative that children remained in school if they were to be educated.¹

The traditional structure of American schools creates some barriers which interfere with continuity of learning experiences for each pupil. One of the most important of these barriers is the historical structure of grades within a school. Each grade has its prescribed curriculum which presupposes that each pupil has mastered the curriculum content of the previous grade and is ready for new curriculum content of the grade.

To facilitate continuity, the information obtained by the pupil personnel worker concerning the student enrolled and the community serviced should be studied and used by the entire school staff in solving the problems of articulation. Since pupil personnel services objectives should permeate every educational experience, guidance objectives of some local schools were reviewed for indication of articulation.

An effective school guidance program is necessary in helping students understand themselves, fulfill their potential, plan realistically, and achieve balance within their world. At Huffman High School, the guidance program is aimed toward aiding students in their adjustments to school and other environments, and conversely, in creating a school environment which meets student needs. The objectives of guidance are to: (1) offer individual and

¹Kentucky Common School Laws, Kentucky Department of Education (Frankfort: The Department, 1912, 1926).

group counseling services for students, teachers, and parents; (2) provide occupational and career information and to offer assistance in obtaining jobs; (3) offer assistance in scheduling subjects and in selection of classes while considering the ability of each individual student; (4) assist in recognizing and screening gifted and retarded students and to provide them with maximum opportunities; and (5) offer assistance to feeder schools in guidance activities.¹

Guidance in Phillips High School is a student-centered program which focuses its attention on each student's needs in the educational process. The specific guidance objectives are as follows: (1) to encourage students to become responsible citizens possessing greater degrees towards one's self-respect and self-direction, (2) to assist students in discovering solutions to problems through analysis, the redefining of goals, and empathetic counseling sessions, and (3) to provide an atmosphere of acceptance in which students may explore their ideas, plans, hopes, and aspirations.²

Students's needs are best met when guidance becomes an integral part of the school's curriculum and the objectives of guidance are in

¹Huffman, High School, Report of the Self Study (Birmingham, Alabama, 1974), p. 164-165.

²Phillips High School, Re-evaluation Self Study Report (Birmingham, Alabama, 1974), p. 74.

harmony with the major objectives of the school. The articulation of school units should achieve a continuously adjusted education which gradually becomes differentiated according to each child's needs; however mere organization is insufficient for the purpose. Difficulties of articulation are increased when units of organization vary within a school system or when there are many transfers from one school to another.

As a student's educational program unfolds, the guidance program seeks to assist him in his transition from one new set of experiences to the next. It also seeks to aid the child in coping with frustrations, emotional blocks, or other crippling inhibitions which prevent learning. The guidance objectives of Ramsey High School are listed: The work of the counselor consists of an effort to: (1) aid in satisfying the basic needs of affection, security and acceptance, (2) help a student grow emotionally, socially, educationally and vocationally by teaching him to solve problems and make decisions in these areas, (3) help the student understand his aptitudes, interests, achievements, and personality, and (4) reach every student in the previously mentioned areas of guidance, with special attention to those students with special needs.¹ There is no specific reference to helping students with problems that grow out of inarticulation.

¹Ramsey High School, Re-evaluation Self Study Report (Birmingham, Alabama, 1974). p. 74.

Articulation may be considered a problem because all aspects of growth do not proceed at the same rate. Some outgrow the junior high school socially or biologically and still are not ready intellectually for the tasks of the senior high school. Since such students are misfits in either unit, their promotion may be determined by deciding which unit can accommodate itself best to the particular pupil. The solution seems to be in the educational and guidance objectives of the school.

Pupil personnel services have become an integral part of the American educational system, and their validity is derived from the purposes and aims of American education. These aims are individualistic and humanitarian, and in order for them to be meaningful, they must be translated into programs that will result in behavioral changes in pupils.

The elementary school guidance program is built around specific aims or objectives. It seeks to promote the study of the child with the hope of preventing personality maladjustments, and enhancing learning ability. It is designed to:

1. prevent emotional disturbances from developing in young children through the cooperative efforts of teachers, parents, guidance workers, and the administrative staffs of the schools
2. help teachers recognize children with serious emotional difficulties so that proper referrals may be made, and assist the teacher and administrative staff in making referrals both to special bureaus within the school system and to cooperating community agencies or hospitals

3. help teachers orient children to school and to help them prepare children for change to a higher school when they reach the upper grades
4. provide opportunity for individual counseling sessions for those children in need of assistance and for those in need of educational and vocational information.¹

A well-articulated program which provides an easy transition between schools and grades is desired at all grade levels.² Junior high school guidance personnel are particularly interested in articulation because of the unique position the junior high school occupies at the end of the elementary school years and at the beginning of the secondary school program. At this time in their school life, junior high school pupils are going through a stormy period, physically and emotionally, experiencing many changes and transitions in themselves. Therefore, it is even more desirable that a guidance program be provided which helps the student in dealing with frustrations associated with constant changing.

Smooth articulation between the elementary and the secondary school may be a problem, but much can be done to facilitate the transition, if personnel is available whose responsibility it is to make it smoother. Certain administrative and supervisory practices have a direct bearing on the

¹John J. Theobald, Guidance of Children in Elementary Schools (New York: Board of Education Publication, 1960), pp. 6-7.

²Richard Byers, "Articulation in the Junior High School," National Association of Secondary School Principals 40 (April 1956): 93-94.

problem of articulation, according to Gruhn and Douglass. From the standpoint of articulation, it is important that the change in these practices between the elementary and the secondary school should not be too abrupt.

To improve articulation, the authors made the following recommendations:

Satisfactory articulation demands:

1. a definitely formulated statement of ultimate educational goals and a basic educational philosophy for the entire program of elementary and secondary education
2. that the teachers in each school unit be kept informed regarding the objectives, learning activities, and instructional methods of other school units
3. a gradual transition from the nondepartmentalized organization of the elementary school to the departmentalized plan of the secondary school
4. a gradual transition from the administrative policies and practices of the elementary school to those of the secondary school in such matters as attendance, homework, marks, report cards, and discipline¹

In many schools, satisfactory articulation and the more specific objectives of guidance will be achieved only to the extent that pupil personnel services personnel can provide specific and meaningful services. The pupil personnel programs of the school may be thought of as the bridge between the elementary and the secondary school.

¹Gruhn and Douglass, The Modern Junior High School, pp. 416-418.

Articulation as Viewed by Authorities

It is generally agreed that pupil personnel services should be available to all children and youth in accordance with their needs. Articulation between learning is one of several problem areas for children. Personnel services should offer assistance to the individual in achieving emotional maturity, determining vocational potentialities and skills, assessing financial needs, and acquiring moral and spiritual values as he progresses from one school to another. In commenting upon pupil personnel services workers in general, Cowley, as well as others, expressed the idea that when pupil personnel workers will act as a professional group and become keenly aware of the difficulties under which many of their pupils exist, they will make special efforts to understand them and will realize the significance of guidance services in helping each pupil make satisfactory adjustment.¹

Pupil personnel services tend to take on new meaning when considered in the process of articulation. Most school activities are designed to have the student achieve as much as possible from the present experience rather than preparing him for the next experience. Pupil personnel services is one aspect of the school program which can accept articulation as one of

¹H. Cowley, "The Nature of Student Personnel Work," The Educational Record 17 (January 1936): 812.

its major objectives without neglecting other functions. Unfortunately, many pupil personnel services programs seem to assume articulation problems will solve themselves. Even the writers in the field seem to mention it only in passing.

The problem of articulation seems to be rather consistent. The difficulties encountered by many students at transfer points may be accentuated by pupil personnel workers' lack of knowledge pertaining to their all round development. The students' psychological, health, academic, and social needs may not be thoroughly understood by personnel workers. If one concurs with Cowley, he believes that satisfactory articulation from elementary to secondary schools can take place only through the sincere combined efforts of every member of the guidance team. With the complete separation of elementary and secondary schools, the difficulty of guidance workers' understanding the needs of children on different levels increases. The problem is compounded by pupil personnel workers on the two levels often having little opportunity to exchange viewpoints, philosophies, and information regarding their joint obligations to the pupils. This lack of communication can seriously hinder the all round development of the pupil, despite the efforts of counselors and other guidance specialists to provide proper coordination.

To effectuate pupil articulation between elementary and secondary schools, the role of pupil personnel workers from kindergarten through

grade twelve should be considered. In this way, Myers envisioned, the role of pupil personnel services in articulation at the elementary level as:

1. seeing that the personality assets and liabilities of pupils are discovered, recorded, and used as aids in helping them find their way into those school and other activities that will best utilize and develop the assets and reduce the liabilities;
2. seeing that pupils find their way into school activities, curricular and extra-curricular, that best serve their needs as shown by all the data available, and prepare them for steps ahead educationally and vocationally;
3. seeing that pupils are inspired by high school teachers and counselors to make the best of those desirable activities into which they are guided;
4. seeing that the articulation between the various levels of the school system is such that pupils may progress with greater possible efficiency; that their transfer to higher institutions, if desirable, is facilitated.¹

The role of pupil personnel services in articulation as envisioned by Myers in the early 1940's was reemphasized in the 1960's by Wright who recognized that the feelings, the ambitions, the interests, the loves and hates of pupils, as well as their minds, come to school.² According to Wright, pupils cannot be taught even the "basic fundamentals" on any level unless consideration is given to these factors. If the factors envisioned by Myers

¹George E. Myers, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Co., 1941), pp. 45-51.

²Bargara H. Wright, Practical Handbook for Group Guidance (Chicago: Science Research Associates, 1963), p. 11.

and emphasized by Wright were considered by pupil personnel workers, articulation problems at each grade level would be better understood with their solution practically assured. Understanding may be facilitated by sharing of essential materials and a mutual understanding of pupil needs.

The human element has been found to be a more effective factor in solving the problem of articulation than the mere exchange of printed material, according to Gruhn and Douglass who studied the function of articulation. They revealed that articulation problems would be solved or minimized if pupil personnel workers would: (1) help entering pupils become informed regarding the courses, activities, organizations, traditions, and pupil-life of the school, and (2) help upper grade pupils in the elementary school become informed regarding the curriculum, courses, activities, methods, and organization of the senior high school.¹

Although the procedure for the solution of the articulation problem may vary from one author to another, basically there seems to be agreement that there is a problem of articulation between the elementary and secondary schools. The problem seems to stem from misinterpretation of the factors responsible for inarticulation and the lack of communication between school units.

¹Gruhn and Douglass, The Modern Junior High School (1947), p. 455.

De Lara directed attention to a reason for inarticulation at the junior high school level and discovered a situation far from adequate if one believes that a program of pupil personnel services should meet the needs of the pupil. He indicated that:

. . . The importance of peer culture in the life of adolescents has been overlooked; "boy and girl relations" have been ignored; parents, teachers, and counselors are unapproachable when needed for personal-social guidance. Seven out of ten of the problems that students talk over with teachers and counselors are in the area of "school."¹

It is difficult to overlook the existence of real articulation problems encountered by school children. Many such problems arise because pupil personnel workers have been guilty of failing to do what they should and equally guilty of having done many things which they should not have done.

A report by the Association for Supervision and Curriculum Development, NEA Committee, says there is no "Master Plan for Articulation." At least three reasons support this position.

1. Our present state of knowledge about articulation is too limited to form a good basis for dictating or even recommending definite solutions to the problems . . . we need to know much more about the problem of articulation itself, or the galaxy of separate problems which children face because their experiences are "out of joint."
2. . . . No matter how much we come to know about articulation problems, their causes and their cures, we shall probably never find either "a master key" or a "master plan."

¹Lane Edward De Lara, "Adapting Guidance Services to Junior High School Needs" (Ed. D. dissertation, Stanford University, 1953).

3. . . . Insofar as possible, it is not too much to hope that the children themselves, their parents and their teachers might join in clarifying the problems of articulation, getting at their causes, and planning ways to improve the total situation. No "master plan" would allow for such participation.¹

Although no "master plan" may exist for solving articulation problems among students at "transfer points," there must be adequate appraisal of individual needs and potentialities and guidance toward the realization of these potentialities. Pupil personnel services fulfill this function by helping each individual develop insights which will lead to self-understanding, orientation to society, and wise choices from among educational, occupational, and avocational opportunities; thus, they contribute to the development of each pupil as he pursues his educational goals. The services subscribe to an underlying philosophy which recognizes the worth of every child and deems it the obligation of society in general and the school system in particular to provide whatever services are necessary to meet every pupil's unique educational, psychological, emotional, health, and social needs.

Articulation appears to be a guidance problem, but it is obvious that it is not a problem for guidance specialists alone to solve. If the problem is to be solved, all pupil personnel workers, along with teachers and administrators, must understand the function of articulation and assume their respective roles in the solution.

¹A Look at continuity in the School Program, 1958 Yearbook, ASCD, NEA (Washington, D.C.), p. 263-264.

Articulation as Found in the Duties
of Personnel Workers

In examining the duties of various pupil personnel services workers, it is readily seen that all of them have a role in articulation. The school psychologist, the health worker, the counselor, social worker, attendance worker, and teachers perform many functions which contribute directly, as well as indirectly, to solution of problems which grow out of a need to adjust to a new situation.

Test results obtained by the school psychologist constitute a major source of information about students. This information, if treated properly, facilitates proper placement of students in both academic and non-academic activities. Vocational interest inventories, aptitude measures, assessment of achievement levels, and similar psychological services are essential for planning learning experiences for students. Of equal importance is the psychologist's help with emotional and behavioral disorders. The new student who becomes withdrawn, who yearns for new friends can often be helped by the school psychologist.

Health problems sometimes overlap levels of schooling. That is, the ill child often carries to the secondary school the same health problems from which he suffered during the last days of elementary schooling. Not only must school records contain such information, but also health services personnel at all levels must make use of this information. Additionally, health workers are needed to deal with the many psychosomatic illnesses

which appear among students faced with the need to change old behavior and adopt new ones. The entire field of preventive treatment constitutes a tremendous challenge to school health workers.

The counselor is in a unique position to help students with problems that grow out of the need to adjust to new situations and to new demands that schools often place upon students. Included among them are adjusting to new teachers, learning new procedures for doing certain things, selecting extra-curricular activities and making new friends. Counselors are generally involved in scheduling new students. In fact, helping with problems of adjustment usually occupies over 50 percent of the counselor's time

The school social worker becomes involved in problems of articulation when he attempts to visit the homes of all new students. His duties center around relationships between the school and the home and when executing those duties, he has the opportunity to mobilize the resources of the home in helping the student with adjustment to school.

In some school districts, the school social worker is referred to as an attendance teacher. Therefore, regardless of what he is called these two officials will have the same opportunities to help students and their families with problems in this area.

Articulation Programs

The problem of articulation is especially acute where education is administered through separate elementary and high school units. Some pupils are disturbed and experience severe adjustment problems by the abrupt change from a self-contained elementary school to a departmentalized high school. Such pupils may profit from well-planned orientation programs as reported by Mennes, Jackson, Hurley, and Dresden.

Mennes describes an orientation program for eighth graders who would be going to a four year high school. He would have high school counselors assisted by student leaders go to the elementary school and discuss high school curriculums, policies, rules and regulations; activities and extra-curricular activities that might be different from the ones on the lower level. He would also suggest that the director of guidance speak to the PTA and that pupils and parents spend two hours with their counselors and homeroom teachers, in a get acquainted conference.¹

Jackson has suggested "An Eight Step Orientation Program" which includes: (1) checking with pupils after prolonged absences, (2) holding conferences with pupils concerning schedule changes, (3) helping the homeroom teacher check incompletes, (4) planning and conducting guidance meetings, (5) assisting with enrollment, (6) planning and assisting with

¹Arthur H. Mennes, "Orientation of New Students to High School," School Review 44 (February 1956): 64-66.

orientation programs, (7) working with new teachers, and (8) holding interviews with pupils about school adjustment and personal problems.¹

Hurley compared the effectiveness of two methods of orientation designed to bridge the gap between elementary and high school. She concluded that many authorities are more in agreement than disagreement as it relates to the effectiveness of orientation programs. Hurley reported that:

- (1) feelings of strangeness, loneliness and fear, even helplessness, are known to everyone when placed in a new environment. By decreasing confusion, orientation assists the student to develop a sense of adequacy;
- (2) the element of orientation of pupils should include activities before admission and during the early period following admission; and (3) orientation covers the major portion of effective procedures in school guidance programs.²

In an orientation program designed for eighth grade graduates, Dresden suggests that:

. . . the high school counselor go directly to the elementary school and talk with the class about high school, courses and subjects; invite the class to come to the high school to meet other members of the pupil

¹Humphrey C. Jackson, "Eight Steps in Elementary-High School Programs," Clearing House 21 (February 1947): 348-350.

²Fredericka Flack Hurley, "An Experimental Study of Orientation of New Students to High School" (Master's Thesis; Atlanta University; Atlanta, Ga., 1963).

personnel team, and explore the school environment. It is felt that if this procedure is followed, the pupil will not feel strange in his new environment, his program will be made to fit his needs and the counselor will have some idea of what to expect from the new pupil.¹

Shaw, in a 1969 report, discussed several different types of articulation programs. Of special interest to this study is his discussion of preventive counseling, diagnosis, and treatment. He had this to say:

Preventive Counseling Programs--New and difficult problems of adjustment are experienced by children at each transition point in their educational endeavors. To help students with adjustment problems or in the prevention of such problems, guidance workers should be in effective contact with the guidance staff of their "parent" school. The counselor must aid the pupil's adjustment to the existing curriculum and activities or propose adaptations in the curriculum and activities to aid pupil adjustment, whichever seems more feasible. The counselor should become familiar with the aspects of the community such as the type of recreation centers, clubs, and leisure time activities which might present adjustment problems for the pupil as he moves into unfamiliar surroundings.

Early Identification Programs--The basic purpose of this program is to identify children whose problems are in the early stages of development and have not yet reached what might be called serious proportions. The psychologist plays an important role in the identification of children with

¹Katherine W. Dresden, "High School Orientation Practices," School Activities 21 (May 1950): 290.

problems in the early stages of development. He uses such instruments as sociometric devices, group personality tests, and behavior rating scales in identifying pupil problems.

Articulation is not an isolated function in this program. It relates to children who are currently considered to have problems in the early stages of development at the time they change schools. To insure continuity of treatment, information on such children should be forwarded from one guidance worker to another.

Diagnosis and Treatment Programs--The articulation function in this type program is the responsibility of the guidance specialist who must articulate the transfer of a child out of the regular classroom and into a therapeutic milieu and likewise for the transfer of the child from the treatment center back to the regular classroom. An additional articulation function incurred by guidance from one school to another at the appropriate time. The major responsibility of the counselor will be those children who have been participants in the remedial and therapeutic activities conducted by the guidance staff. In these cases guidance counselors working at elementary and junior high school levels will have a responsibility for contacting their professional colleagues at the higher levels and informing them of the existence of a problem. They will need to explain the child's current capacity for behaving effectively and make recommendations for the child's general welfare.¹

¹Merville C. Shaw, School Guidance Systems (Boston: Houghton Mifflin Company, 1973), pp. 121-214.

In spite of the efforts which have been made, and in spite of the fact that educators have for a long time been aware of the inarticulation and incoordination which are characteristics of the educational system, there continues to exist such practices that pupils often find the passage from one institution to another very difficult. Colleges continue to do their work in a way that does not articulate with that of the high school, the high school does not adopt methods related to those of the elementary school with the harmony of purpose and close integration of training which seem desirable, nor is it satisfied with the mental and social habits which are cultivated in the lower school. Some inarticulation of the units persists in spite of all efforts to eliminate it.¹

Authorities contend that any effort to force all the units into an artificial combination is contrary to the nature of the institution and destined to fail. What should be effected is a natural articulation among educational levels which are diverse in purpose and nature, and not thought of as operating under a single formula or as strictly continuous in the training which they offer to pupils.

¹"The Articulation of the Units of American Education" Association of National Education Association, Department of Superintendence (Seventh Yearbook, 1929), p. 12.

Summary

The literature concerning the role of pupil personnel services in articulation revealed a need for understanding and clarifying the role and chief functions of pupil personnel services workers in articulation between levels of learning. The progress of pupils through these levels should be seen as one continuous whole, rather than a disjointed series or unrelated accomplishments. There is need also for coordination of services at various transitional points for those who desire to transfer at any given point before terminating their education.

Some of the early administrative units of education came into being without a clearcut recognition of the functions of each and without an interpretation of the proper relationships of one to the other. Better articulation of school units seems to be an immediate problem in practically all school systems throughout the country. All objective factors in the school which tend to impede the progress of any pupil are taken to be evidence of poor articulation.

A study of articulation problems finds its most fruitful reward, not primarily in a study of institutions of elementary and secondary education, but rather in an evaluation of pupil personnel services provided by those institutions. The study of articulation is, in the final analysis, a study of the interaction between the child and the school; and articulation is achieved when the objectives of the school are designed so that there is no interruption

to the continuity of the child's mental, physical, and social growth. The vital problems of articulation are discovered by scientific observation and study of the individual pupil in the dynamic setting of his actual school experience. Only as it is possible to discover how a school procedure or policy actually hindered or helped the growth of individual children and how pupil personnel services workers who are responsible for their growth helped or hindered the process, can we discover how better to articulate the school to the child.

The orientation and acceptance program of the newly transferred student may affect the student positively or adversely. A friendly atmosphere, with a positive feeling toward the new school; a mechanical, matter-of-fact attitude may well create problems that will not easily be overcome and could hinder the student's intellectual growth and development for a period of time.

Cooperation rather than organization is the key to better articulation. There are many ways in which pupil personnel workers may cooperate to effect better articulation. They might participate in planning courses of study, exchange visits, share essential materials, and develop a common philosophy and clearly stated objectives.

Team work is imperative in articulation which requires a working together. In order that pupil personnel services workers may work harmoniously for the larger common good, intelligent modifications must be made continuously at each level. Such modifications can be made only after each

understands the duties, responsibilities, and contributions the other is expected to perform, and contribute; and the means that he is using to respond.

The over-all programs of pupil personnel services in pupil articulation is evidence that pupil personnel workers find it necessary to take an interest in the pupil's physical well-being, his emotional stability, his social attitudes, as well as his mental growth. Pupil personnel services aim to provide for every boy and girl the aid which previously was accorded to only a favored few. There are cogent reasons to support this view. While individual attention is usually given to those who annoy others, there is considerable ground for believing that pupils who do not disturb and who appear to be well adjusted often need individual consideration quite as much, if not more. It is obvious that only a comprehensive program of pupil personnel services designed to reach all pupils offers any hope for preventing difficulties from arising. Moreover, it is only by means of such programs, provided for all, that potential interests and abilities can be discovered and developed for the good of the pupil and the benefit of society.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introduction

The data reported in this chapter were obtained from a survey of the opinions of public school personnel in Birmingham, Alabama. The data are concerned with articulation between different levels of learning as perceived by teachers, counselors and administrators in four elementary and two high schools in the city school system.

Table 3 shows the number of questionnaires distributed and returned. It is readily seen from the table that the percent of returned and usable questionnaires was unusually high. The lowest group, secondary school teachers, with a return rate of 72.2 percent was higher than expected. It should be pointed out that the method employed in collecting the data accounts for the unusual number of respondents. The administrators gave enthusiastic endorsement to the study and, at some schools, a local teacher assumed responsibility for distributing and collecting questionnaires.

TABLE 3
DISTRIBUTION AND COLLECTION OF QUESTIONNAIRES

Groups	Distributed	Returned	Percent Returned
Elementary school teachers	157	128	81.5
Secondary school teachers	90	65	72.2
Counselors	20	18	90.0
Administrators and other guidance specialists	13	13	100.0

Description and Evaluation of Pupil Personnel Services

The first purpose of the study was to describe the pupil personnel services in the four elementary and two secondary schools, and to apply the Evaluative Criteria¹ so as to ascertain the general quality of the program and thus have some idea about the setting in which articulation and similar problems exist. This information was derived from 16 items taken from the Evaluative Criteria. The questionnaire, as constructed by the researcher, gave the respondents opportunity to indicate the extent to which they felt that the statements described the pupil personnel services programs. These data are shown in table 4.

¹Evaluative Criteria, "National Study Elementary School Evaluation," Section 1, Washington, D.C., 1973.

TABLE 4
CHARACTERISTICS OF PUPIL PERSONNEL SERVICES PROGRAMS
IN FOUR ELEMENTARY SCHOOLS

Characteristics	Opinions of Teachers at the Four Schools									
	Hudson		Lewis		Lincoln		Washington		Total	
	(A)	(D)	(A)	(D)	(A)	(D)	(A)	(D)	(A)	(D)
1. Provides for student self-realization	58	42	92	8	62	38	53	47	64	36
2. Roles of officials are clearly defined	53	47	80	20	60	40	50	50	61	39
3. Pupil personnel services personnel understand total development of the child	75	25	93	07	65	35	55	45	72	28
4. Good rapport exists between students and pupil personnel services personnel	13	87	97	03	78	22	57	43	61	39
5. Pupil personnel services personnel distribute their time efficiently	64	36	84	16	41	59	45	55	59	41
6. Pupil personnel services personnel work to enhance role of teachers	50	50	60	40	69	31	40	60	55	45
7. Pupil personnel services records are adequate	50	50	80	20	57	43	35	65	53	47
8. Records are kept in a secure place	86	14	80	20	82	18	66	34	73	37

TABLE 4--Continued

	Opinions of Teachers at the Four Schools									
	Hudson		Lewis		Lincoln		Wash- ington		Total	
	(A)	(D)	(A)	(D)	(A)	(D)	(A)	(D)	(A)	(D)
9. Information is exchanged between teachers, students, parents, counselors, administrators, and community professionals	66	34	44	56	61	39	44	56	54	46
10. Records are shared with high schools	86	14	44	56	68	32	79	21	71	29
11. Test scores are used appropriately	72	28	75	25	69	31	70	30	72	28
12. Pupil Personnel Services give special assistance at transfer points	61	39	60	40	65	35	43	67	55	45
13. Flexible placement is practiced	61	39	75	25	74	26	67	33	69	31
14. Effective use of pupil personnel services personnel is practiced	58	42	50	50	39	61	37	63	46	54
15. Follow-up studies are conducted	64	36	58	42	48	52	40	60	53	47
16. Pupil personnel services personnel are encouraged to participate in professional activities	78	22	73	27	74	26	61	39	72	28

Code: (A) Agree; (D) Disagree

Inspection of table 4 reveals that pupil personnel services in the four elementary schools do not rate high with the teachers. The only items with which more than seventy percent of the teachers agreed were that pupil personnel services workers understand the children, records are kept in a safe place and shared with high school personnel, test scores are used appropriately, and pupil personnel services workers participated in professional activities. Additionally, not a single item was agreed upon by more than 73 percent of the teachers. More than one-fourth of the teachers disagreed with every item on this part of the questionnaire.

Since most authorities in the field of pupil personnel services agree that working closely with teachers is essential for the success of a guidance program, it must be concluded that the situation in the four elementary schools studied is less than desirable. It is difficult to see how articulation can be of high quality in institutions where teachers hold such low opinions of pupil personnel services. If one will inspect the columns in table 4 which show the percent of agreement and disagreement for the individual schools, it will be found that in some instances the teachers agreed with a few items here and there. However, the overall rating is obviously low. The teachers generally did not agree that the sixteen statements characterized their schools. Anytime thirty or more

percent of teachers respond negatively when describing the schools in which they work, one should question the quality of whatever part of the school is under consideration.

Secondary Schools

The teachers at the two high schools were asked to agree or disagree with sixteen statements designed to describe their schools. The sixteen statements were identical to the statements to which the elementary teachers responded. These data are shown in table 5.

TABLE 5
CHARACTERISTICS OF PUPIL PERSONNEL SERVICES PROGRAMS
IN THE TWO HIGH SCHOOLS

Characteristics	Opinions of Teachers in the Two High Schools					
	Carver		Hayes		Total	
	(A)	(D)	(A)	(D)	(A)	(D)
1. Provides for student self-realization	65	35	68	32	67	33
2. Roles of officials are clearly defined	53	47	65	35	59	41

TABLE 5--Continued

Characteristics	Opinions of Teachers in the Two High Schools					
	Carver		Hayes		Total	
	(A)	(D)	(A)	(D)	(A)	(D)
3. Pupil personnel services personnel understand total development of the child	69	31	67	33	68	32
4. Good rapport exists between students and pupil personnel services personnel	69	31	83	17	76	24
5. Pupil personnel services personnel distribute their time efficiently	70	30	73	27	72	28
6. Pupil personnel services personnel work to enhance role of teachers	47	53	44	56	46	54
7. Pupil personnel services' records are adequate	53	47	76	24	65	35
8. Records are kept in a secure place	65	35	90	10	78	22
9. Information is exchanged between teachers, students, parents, counselors, ad- ministrators, and community professionals	47	53	58	42	53	47

TABLE 5--Continued

Characteristics	Opinions of Teachers in the Two High Schools					
	Carver		Hayes		Total	
	(A)	(D)	(A)	(D)	(A)	(D)
10. Records are shared with elementary schools	47	53	71	29	59	41
11. Test scores are used appropriately	44	56	64	36	54	46
12. Pupil personnel services give special assistance at transfer points	53	47	59	41	56	44
13. Flexible placement is practiced	71	29	65	35	68	32
14. Effective use of pupil personnel services personnel is practiced	47	53	34	66	46	54
15. Follow-up studies are conducted	41	59	59	41	50	50
16. Pupil personnel services personnel are encouraged to participate in professional activities	94	06	83	17	89	11

Code: (A) Agree; (D) Disagree

Note: Listed figures are in percentages

Perusal of table 5 shows the teachers in the secondary schools show a high percentage of disagreement with the accuracy of the sixteen statements as being true of the pupil personnel services programs in each of the two high schools studied. The teachers agreed that their pupil personnel services workers are encouraged to attend professional meetings. This item may refer to the behavior of administrators rather than the behavior of pupil personnel workers. In fact, it is probable that encouragement comes from teachers and administrators. A better item would have been a positive statement to the effect that pupil personnel services workers engage in professional activities. With the statement reading as it does, one can assume that the teachers would agree with it if the wording were changed.

Approximately, one-half of the teachers disagreed with one-half of the sixteen items. As was the case with the elementary teachers, this is certainly less than enthusiastic endorsement.

The opinions of counselors are shown in table 6. The most obvious fact revealed by this table is that counselors and teachers are in marked disagreement on the characteristics of pupil personnel services programs in their schools. The only item which received a similar level of agreement from both teachers and counselors was the item pertaining to professional activities. It could be that pupil personnel workers devoted more effort to enhancing their professional status than to serving children.

Elementary counselors did not feel that records were being shared; high school counselors (67 percent) agreed that records were shared extensively. The two groups of counselors disagreed with each other on the effective use of pupil personnel services workers. While both groups were negative toward "use of pupil personnel services workers," secondary counselors were more negative by several percentage points. Seven items were endorsed by 100 percent of the secondary counselors; two items were endorsed by all of the elementary counselors. On only two items were elementary and secondary counselors in disagreement: sharing of records and effective use of resource personnel. In answering the purpose of this section of the survey, it is concluded that in the opinion of counselors, the pupil personnel services programs met the Evaluative Criteria at a high level.

TABLE 6

CHARACTERISTICS OF PUPIL PERSONNEL SERVICES PROGRAMS
IN FOUR ELEMENTARY SCHOOLS AND TWO SECONDARY
SCHOOLS, COUNSELORS' OPINIONS

Characteristics	Counselors' Opinions			
	Elementary		Secondary	
	(A)	(D)	(A)	(D)
1. Provides for student self-realization	100	0	100	0

TABLE 6--Continued

Characteristics	Counselors' Opinions			
	Elementary		Secondary	
	(A)	(D)	(A)	(D)
2. Roles of officials are clearly defined	83	17	50	50
3. Pupil personnel services personnel understand total development of the child	91	9	100	0
4. Good rapport exists between students and pupil personnel services personnel	91	9	100	0
5. Pupil personnel services personnel distribute their time efficiently	96	4	100	0
6. Pupil personnel services personnel work to enhance roles of teachers	92	8	67	33
7. Pupil personnel services records are adequate	67	33	50	50
8. Records are kept in a secure place	72	28	66	34
9. Information is exchanged between teachers, students, parents, counselors, administrators and community professionals	75	25	100	0

TABLE 6--Continued

Characteristics	Counselors' Opinions			
	Elementary		Secondary	
	(A)	(D)	(A)	(D)
10. Records are shared with high schools	33	67	67	33
11. Test scores are used appropriately	50	50	50	50
12. Pupil personnel services give special assistance at transfer points	83	17	67	33
13. Flexible placement is practiced	83	17	82	18
14. Effective use of pupil personnel services personnel is practiced	66	34	40	60
15. Follow-up studies are conducted	75	25	100	0
16. Pupil personnel services personnel are encouraged to participate in professional activities	100	0	100	0

Code: (A) Agree; (D) Disagree

Note: Listed figures are in percentages

It was found that thirteen persons were employed as administrators, health specialists, psychologists, attendance workers, and social workers in the six schools studied. The opinions of these persons are reported as a group, hereafter referred to as leadership specialists. The opinions of this group are shown in table 7 below.

TABLE 7
APPRAISAL OF PUPIL PERSONNEL SPECIALISTS
BY LEADERSHIP SPECIALISTS

Characteristics	<u>Opinions of Leadership Specialists</u>	
	(A)	(D)
1. Provides for student self-realization	100	0
2. Roles of officials are clearly defined	92	8
3. Pupil personnel services personnel understand total development of the child	100	0
4. Good rapport exists between students and pupil personnel services personnel	92	8
5. Pupil personnel services personnel distribute their time efficiently	92	8
6. Pupil personnel services personnel work to enhance roles of teachers	69	31

TABLE 7--Continued

Characteristics	Opinions of Leadership Specialists	
	(A)	(DA)
7. Pupil personnel services records are adequate	0	100
8. Records are kept in a secure place	8	92
9. Information is exchanged between teachers, students, parents, counselors, administrators, and community professionals	8	92
10. Records are shared with high schools	0	100
11. Test scores are used appropriately	0	100
12. Pupil personnel services give special assistance at transfer points	8	92
13. Flexible placement is practiced	0	100
14. Effective use of pupil personnel services personnel is practiced	8	92
15. Follow-up studies are conducted	31	69
16. Pupil personnel services personnel are encouraged to participate in professional activities	54	46

Code: (A) Agree; (DA) Disagree

In the opinion of the leadership specialist the pupil personnel services programs are not characterized by the sixteen statements to any appreciable degree. Eight of the items met disagreement by over 90 percent of these respondents; only five items were considered accurate by 90 percent of this group.

With the three groups of respondents who were asked to express their agreement or disagreement with sixteen important characteristics of a good pupil personnel services program, disagreeing with each other, it is extremely difficult to draw a conclusion about the effectiveness of the programs as seen by the total group of respondents. It is probably most accurate to conclude that counselors felt the programs were adequate, teachers felt they were fair, and leadership personnel felt they were poor.

Involvement of Pupil Personnel Services Workers in Activities Related to Articulation

Elementary School Counselors

School counselors were asked to respond "yes" or "no" to questions pertaining to their activities during the current school year. The activities were those suggested in the literature as desirable in helping students make proper adjustments when moving from one level of schooling to the next. The responses of the elementary counselors are shown in table 8. The question was, "Have you done this?"

TABLE 8

INVOLVEMENT OF ELEMENTARY PUPIL PERSONNEL WORKERS
IN ACTIVITIES RELATED TO ARTICULATION

Activities	Responses	
	Yes	No
1. Group guidance activities concerned with the transition from self-contained elementary school to a departmentalized high school	100	0
2. Developed tutorial programs to remove deficiencies	25	75
3. Provided for correction of physical defects	83	17
4. Evaluated extra-curricular activities for possible continuation in high school	50	50
5. Orientation programs for graduating students	64	36
6. Counseling sessions to deal with attitudes toward ethnic and religious groups likely to be encountered in high school	25	75
7. Interviewed students on plans for the future	100	0
8. Counseled students immediately prior to graduation		
9. Conferred with parents about the new high school	10	90
10. Participated in case conferences with personnel from high school	10	90

Note: All listed figures are in percentages

It appears that pupil personnel services workers (counselors) do engage in activities which should be of benefit to students in their new schools. While there is little actual involvement with pupil personnel services workers at the high school level, there is evidence from activities within the school that the elementary school personnel were fully aware of the need for assisting students as they transfer from one school to the other.

Secondary School Counselors

The counselors in the secondary school were asked the same questions as the elementary counselors with the exception that words pertaining to the secondary schools were substituted in places where specific references had been made to the lower level. The responses of the secondary counselors are shown in table 9.

TABLE 9

INVOLVEMENT OF SECONDARY SCHOOL COUNSELORS IN ACTIVITIES RELATED TO ARTICULATION

Activities	Responses	
	Yes	No
1. Group guidance activities concerned with the transition from self-contained elementary school to a departmentalized high school	67	33

TABLE 9--Continued

Activities	Responses	
	Yes	No
2. Developed tutorial programs to remove deficiencies	17	83
3. Provided for correction of physical defects	67	33
4. Evaluated extra-curricular activities for possible continuation in high school	33	67
5. Orientation programs for graduating students	64	36
6. Counseling sessions to deal with attitudes toward ethnic and religious groups likely to be encountered in high school	100	0
7. Interviewed students on plans for the future	100	0
8. Counseled students immediately prior to graduation	67	33
9. Conferred with parents about the new school	67	33
10. Participated in case conferences with personnel from elementary schools	83	17

Note: Listed figures are in percentages

It is evident from the table that except for items 2 and 4 the secondary counselors were very much involved in activities related to articulation. The neglected items were pertaining to tutorial programs and a continual evaluation of extra-curricular programs. These two areas also received little attention from elementary counselors. Secondary counselors, unlike their elementary counterparts, gave considerable attention to helping students with problems that grow out of racial and religious differences.

Use of Records in Facilitation of Articulation

Proper use of school records is essential in any pupil personnel services program. In aiding students with adjustment to new situations, participating in extra-curricular activities, planning careers, and/or selecting new courses of study, records play a vital part. Records may be used as a means of understanding pupils and their growth and development. Gifted students as well as slow learners may be identified by their school records. Pupils who have difficulty in fitting into a regular school program or whose health conditions are not conducive to good school and home adjustment may be helped if their records are up-to-date. The elementary and secondary school counselors were asked to respond to items which sought to find out the purposes records served in their schools. Their responses may be seen in table 10.

TABLE 10
PURPOSES FOR WHICH RECORDS ARE USED

Purposes	Responses			
	Elementary		Secondary	
	Yes	No	Yes	No
1. As a means of understanding students	100	0	100	0
2. To identify strengths and weaknesses	83	17	100	0
3. To measure mental ability	75	25	67	33
4. To classify pupils	58	42	33	67
5. To identify pupils with health problems	83	17	50	50
6. In planning for more effective teaching	75	25	50	50
7. To identify pupils with social and emotional problems	75	25	50	50
8. To identify pupils with unusual talent	66	34	50	50
9. To plan orientation programs	75	25	66	34

Note: Listed figures are in percentages

The table shows that records are used extensively for several different purposes in both the elementary and secondary schools. The secondary schools seem to place less emphasis upon classifying students. Otherwise, the two levels of schooling are highly similar.

To determine the extent pupils' cumulative records contained essential information unique to this study, the writer examined pupils' cumulative records.

Using a checklist consisting of items suggested by the Educators' Encyclopedia: Handbook for Alabama School Attendance Supervisors, Pupil's Cumulative Record for Elementary Schools--Birmingham, Alabama (Series A--Form 31, Revised February, 1974) and further suggestions from her doctoral committee, the writer selected every third cumulative record of students in grades seven and eight who attended Hudson, Lewis, Lincoln, and Washington Elementary Schools and examined them.

The checklist was divided into eight general areas consisting of the following: (1) General Information, (2) Test Data, (3) Health Information, (4) Scholarship, (5) Home Conditions, (6) Social Relations, (7) Interests, and (8) Occupational Choice.

The findings showed certain general facts relative to essential information which may be used to improve articulation between the elementary and secondary schools. When all twenty items were considered

together , ninety-nine percent of the records checked revealed that they contained information relevant to articulation between the elementary and secondary schools .

Evaluation of Effectiveness of Pupil Personnel Services
in Articulation

In evaluating the effectiveness of pupil personnel services , primary consideration was given to opinions of teachers . Usually it is the teacher who first encounters the troubled student . Additionally , it has been reported earlier in this study that teachers , counselors , and leadership personnel differ in their perceptions of the pupil personnel services programs in their schools . The writer believes that teachers occupy a more advantageous position for evaluating these programs .

Therefore , the opinions of the teachers are given in tables 11 and 12 .

A majority of the elementary teachers agreed that eight selected activities occurred at their schools sometimes . The items are listed in table 11 . On the other hand , a significant percentage of the teachers checked "never" to each of the ten items included in this section of the questionnaire . About 20 percent of the teachers indicated that these activities never occurred . In such important matters , a slight majority of favorable responses is not good enough . Therefore , it is concluded that the elementary teachers do not feel that the selected group of activities which are essential for an effective pupil personnel program as it relates to articulation occur more than sometimes .

TABLE 11

ELEMENTARY SCHOOL TEACHERS' OPINIONS OF THE
EFFECTIVENESS OF ARTICULATION

Opinions	Responses		
	Always	Some	Never
1. Children are helped to understand grades and test scores in elementary school that will help them in high school	17	63	20
2. Children are helped in elementary school to understand reasons for special placement in high school	22	58	20
3. Children in elementary school received needed psychiatric treatment	7	45	48
4. Children are examined periodically by medical doctors	28	53	19
5. Orientation to high school is a regular activity	25	51	24
6. Provisions are made for prospective elementary school graduates to visit high schools	23	54	23
7. Teachers and counselors cooperate in helping pupils in elementary school plan their secondary programs	13	59	28
8. Group guidance sessions are held for elementary pupils to acquaint them with the secondary school	15	51	34
9. Cumulative records are studied by high school personnel	22	53	25
10. Former students are invited to participate in orientation programs at the elementary schools	9	30	61

Note: Listed figures are in percentages

The responses from the secondary teachers are shown in table 12. Generally, the secondary teachers agreed with the elementary teachers with the probability that they were a bit more negative. Outstanding among the responses of this group was the observation that children did not receive regular physical examinations, except those participating in sports and other strenuous exercises. Very few secondary teachers checked "always" for any of the items.

TABLE 12
SECONDARY SCHOOL TEACHERS' OPINIONS OF THE
EFFECTIVENESS OF ARTICULATION

Opinions	Responses		
	Always	Some- times	Never
1. Children are helped to understand grades and test scores in elementary school that will help them in high school	3	71	26
2. Children are helped in elementary school to understand reasons for special placement in high school	3	64	23
3. Children in elementary school receive needed psychiatric treatment	5	49	46
4. Children are examined periodically by medical doctors	6	34	60
5. Orientation to high school is a regular activity	19	64	17

TABLE 12--Continued

Opinions	Responses		
	Always	Some- times	Never
6. Provisions are made for prospective elementary school graduates to visit high school	11	56	33
7. Teachers and counselors cooperate in helping pupils in elementary school plan their secondary programs	7	58	25
8. Group guidance sessions are held for elementary pupils to acquaint them with the secondary school	10	57	33
9. Cumulative records are studied by high school personnel	17	58	25
10. Former students are invited to participate in orientation programs at the elementary school level	6	62	32

Summary

The opinions of teachers, counselors, and leadership personnel have been presented in this chapter. It was evidenced throughout that the opinions of these groups differed significantly, one from the other. It appears that the counselors, who hold most of the responsibility for the

pupil personnel services programs, are very favorably impressed by their programs. Unfortunately, the other two groups are not.

It is possible that a major finding from this study is that the elementary and secondary schools studied are suffering from a severe communications gap. Though this study was limited to the pupil personnel services programs, it is probable that the lack of communications permeates the entire school structure.

It also appears that school counselors are doing things that facilitate articulation but no deliberate and conscious verbalizations have occurred which dealt specifically with the problem of articulation. It is not difficult for an individual to become so involved in his small area of operation, that he forgets his relationships to others who are working for the same goals and also he may forget his position in a continuous long range program of growth and development.

The findings from the data presented in this chapter will be summarized in the section which follows.

CHAPTER IV

FINDINGS AND INTERPRETATIONS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Restatement of the Problem

The problem involved in this study was to determine the role of pupil personnel services in articulation between elementary and secondary schools and to examine the manner in which that role was performed in two high schools and four elementary schools in Birmingham, Alabama.

In attempting to resolve the problem, the personnel programs were compared to the published evaluative criteria; the attitudes and opinions of administrators, teachers, and personnel workers were ascertained; and pupil personnel practices were examined.

Purpose of the Study

The purposes of the study were to: (a) describe the pupil personnel services and examine the extent to which the services met the criteria; (b) determine the amount of involvement by pupil personnel service personnel in activities that contribute to articulation, (c) find

out how records are used in helping students with problems that relate to articulation, (d) evaluate the effectiveness of pupil personnel services on pupil articulation in selected schools, and (e) make recommendations for changes in pupil personnel services' policies where the need for change becomes evident as a result of this study.

Method of Research

The Descriptive Survey Method of research, utilizing the specific techniques of the questionnaire and the checklist were used to gather data required to fulfill the purposes involved in this study. Descriptive statistical analysis was used to analyze these data consistent with the purpose of the study.

Summary of Related Literature

The literature concerning the role of pupil personnel services in articulation revealed a need for understanding and clarifying the role and chief function of pupil personnel services workers in articulation between levels of learning. The progress of pupils through these levels should be seen as one continuous whole, rather than as a disjointed series or unrelated accomplishments. There is need also for coordination of services at various transitional points for those who desire to transfer at any given point before terminating their education.

According to the Evaluative Criteria (1960) , guidance and pupil personnel services directed and coordinated by staff members with specialized preparation are an integral part of the educational program and are especially designed to assist in focusing the entire educational process on the individual. These services are organized to give continuous assistance to each student in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for limitations; in relating this information to his needs and potentialities; in helping him with the social-moral and spiritual problems common to youth; and in discovering and developing creative interests and appreciations. Pupil personnel services are a vital entity in focusing attention in this direction.

Some of the early administrative units of education came into being without a clearcut recognition of the functions of each and without an interpretation of the proper relationships of one to the other. Better articulation of school units seems to be an immediate problem in practically all school systems throughout the country. All objective factors in the school which tend to impede the progress of any pupil are taken to be evidence of poor articulation.

A study of articulation problems finds its most fruitful reward, not primarily in a study of institutions of elementary and secondary education, but rather in an evaluation of pupil personnel services provided

by those institutions. The study of articulation is, in the final analysis, a study of the interaction between the child and the school; and articulation is achieved when the objectives of the school are designed so that there is no interruption to the continuity of the child's mental, physical, and social growth.

The orientation and acceptance program of the newly transferred student may affect the student positively or adversely. A friendly atmosphere, with provisions for introducing the student to the school, starts the student with a positive feeling toward the new school; a mechanical, matter-of-fact attitude may well create problems that will not easily be overcome and could hinder the student's intellectual growth and development for a period of time.

The overall programs of pupil personnel service in pupil articulation is evidence that pupil personnel workers find it necessary to take an interest in the pupil's physical well-being, his emotional stability, his social attitudes, as well as his mental growth. Team work is imperative in articulation which requires a working together. In order that pupil personnel services workers may work harmoniously for the larger common good, intelligent modifications must be made continuously at each level. Such modifications can be made only after each understands the duties, responsibilities, and contributions the other is expected to perform and contribute and the means that he is using to respond.

Summary of Findings

A summary of the findings of this study is as follows:

Generally, the responses indicated guidance personnel cannot adjust their time and effort to provide the most effective counseling services. Likewise, the majority of responses from counselors indicated a lack of provision for effective use of the services of counselors, social workers, school nurses, psychologists, physicians and psychiatrists. There was general agreement among high school teachers that adequate provisions were not made for the exchange of essential information among staff, pupils, parents, counselors, administrators, and community resource personnel.

Teachers in the elementary schools show an interest in helping students prepare for the transition from elementary school to high school. This is evidenced by the large percent of responses which indicated children were helped to understand the meaning of grades and test scores in the elementary school as they prepared for high school. A majority of the respondents agreed that children were examined periodically by the school doctor to determine their health status and that orientation sessions were held with pupils at the elementary school to acquaint them with programs at the high school. High school teachers were more in agreement than disagreement with the elementary teachers

in expressing concern for articulation between the two levels of learning. Approximately seventy-two percent felt that children were helped in the elementary school to understand the reasons for special placement once they entered high school. It was further revealed by approximately seventy-seven percent of the respondents that individual and group cumulative records of elementary pupils were studied by high school personnel with the idea of helping to devise better ways of meeting the pupils' needs.

An important factor in the problem of articulation was evident by the involvement in activities that contributed to articulation by pupil personnel services personnel. Over 75 percent of the counselors reported involvement in group and individual counseling sessions devoted to problems the student may encounter at the next school level, all of the counselors reported having exit interviews with students prior to graduation, and 90 percent conferred with parents about the new schools their children planned to attend.

Pupils' cumulative records are used extensively in helping solve the problems related to articulation. Moreover, pupils' cumulative records contain biographical, health, scholastic, and test information necessary to assist in the solution of the problem of articulation.

Considerable efforts are made by elementary teachers and counselors to provide orientation services, counseling service, and information

services for students at the transfer point. Practically all of the services recommended by authorities are provided. The exception is that little use was made of tutorial programs and extra-curricula activities were seldom evaluated.

Conclusions

The findings acquired from the analysis of these data seem to warrant the conclusions listed below:

1. All teachers agreed that the function of guidance services was to assist the child in gaining self-realization
2. The pupil personnel services meet the Evaluative Criteria to a limited extent. If the opinions of counselors are accepted, the extent is high. On the other hand, in the opinions of teachers and leadership personnel, pupil personnel services are not meeting the criteria effectively
3. Counselors are involved to a high degree in activities which contribute to the facilitation of articulation
4. Pupil records were protected from use by non-professional personnel. The records were used for purposes of helping students with problems encountered at the next school level
5. Pupil personnel services personnel are engaging in the desired activities. If doing the correct things can be accepted as

evidence of effectiveness, these pupil personnel services programs are effective. However, if an evaluation of outcomes is needed, this study falls short in answering that purpose.

Implications

Implications of this study evolved from the analysis of the data collected and from the writer's experiences in person to person contacts with the dozens of people who made contributions to the study. It is probable that these implications would not have been drawn by another researcher. From the point of view of the author, the following observations are presented for the reader's consideration.

1. The position of counselor in the public schools of Birmingham is not very secure. In these days of economic scarcity when everyone is challenged to "bite the bullet," counselors may find themselves suffering as victims of attempts to cut budgets. This statement is based upon the finding that teachers and leadership personnel do not consider pupil personnel programs as eminently successful

2. Counselors really believe in what they are doing. Counseling is almost like a religion to counselors; it is based upon a faith that is not shared by adherents to other religions

3. Human beings are very efficient organisms. A vast majority of people make the needed adjustments to new experiences with or without

orientation or preparation programs. Articulation programs are needed for those persons who would not be able to adjust. This is especially true in a society where everyone is expected to finish high school

4. Articulation between levels of schools may not differ in its basic ingredients from articulation between any other stages of growth and development. Examples of this can be observed in moving from school to a job, from being non-married to marriage, from not having to having children, and from the home town to a new city. If this is true, the solution to problems of articulation may reside in the individual's basic personality rather than in what experiences are provided immediately prior to the new experience.

Recommendations

The implications inherent in the conclusions drawn from the findings of this study seem to warrant the following recommendations:

1. That the welfare of the child always be the basic concern of guidance services programs
2. That guidance services continue to be sufficiently flexible so as to allow for individual differences in pupils' problems
3. That guidance services programs put forth greater efforts to perform follow-up studies so as to evaluate the effectiveness of their services

4. That guidance services provide more information to the pupils regarding their growth and weaknesses so as to help these students develop clearer understandings of themselves. Profiles, summaries, and case histories may be appropriate means of providing such services to students

5. That guidance at the elementary school level not be viewed as being less important than guidance is at the high school level

6. That a physical examination be provided each school child

7. That the team approach to teaching and learning be emphasized to the extent that each member of the team will recognize roles played by everyone on the team and will develop an appreciation of contributions made by each member

8. That a study be made to find out if there are identifiable personality traits which are associated with the ability to adjust to new situations.

APPENDICES



LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

Leon Kennedy, President

OFFICE.....

August 23, 1973

Dr. Henry Sparks
Acting Superintendent
Birmingham Public School
2015 Seventh Avenue, North
Birmingham, Alabama 35203

Dear Dr. Sparks:

I am presently involved in a doctoral study concerned with the Role of Pupil Personnel Service in Articulation Between Elementary and High Schools in Birmingham, Alabama.

I would like permission to include four Elementary Schools and two Secondary Schools from the Birmingham Public School System in the study.

The administration may like to make suggestions relative to schools to be included, but if not I would like to suggest the use of the following: Hudson, Lewis, Lincoln and Washington Elementary Schools and Carver and Hayes Schools.

Any immediate positive consideration given this communication shall be greatly appreciated.

Sincerely yours,

Gertrude Crum Sanders

(Mrs.) Gertrude Crum Sanders
Former teacher and counselor in
the Birmingham City System, 1943-1966

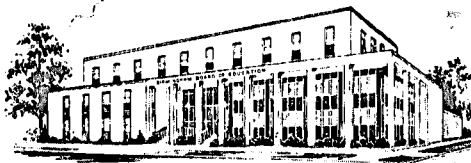
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323-8521

OFFICE OF SUPERINTENDENT

August 24, 1973

Mrs. Gertrude C. Sanders
861 Goldwire Street, Southwest
Birmingham, Alabama 35211

Dear Mrs. Sanders:

By copy of this letter I am asking Dr. Fred Phillips to work with you on the matter mentioned in your letter of August 23, 1973.

Very truly yours,

A handwritten signature in cursive script, likely of Henry Sparks, the Acting Superintendent.

Henry Sparks
Acting Superintendent

HS:BF

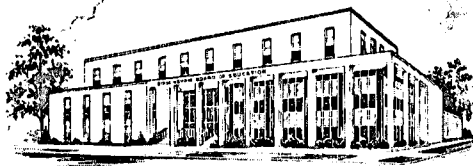
DONALD L. NEWSOM
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BIRMINGHAM, ALABAMA 35202

323-8521

OFFICE OF SUPERINTENDENT

August 25, 1973

Mrs. Gertrude C. Sanders
861 Goldwire Street, Southwest
Birmingham, Alabama 35211

Dear Mrs. Sanders:

Dr. Sparks passed your letter on to us. By this letter we are giving our approval for you to contact the principals of the schools you have designated in your letter: Washington, Hudson, Lincoln, Lewis, Carver, and Hayes. As to whether the schools will participate or not will be left up to the principal of each school. The principal knows his school better than anyone in the System, and if he feels he can work with you, we are sure he will do so. If for any reason, he feels that he will be unable to at this time, he may decline your offer.

Sincerely,

N. P. Ardillo
N. P. Ardillo
Director of High Schools

Fred Phillips
Fred Phillips
Assistant Superintendent
Division of Curriculum
and Instruction

FP/deb

CC: Dr. Henry Sparks



LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

Leon Kennedy, President

OFFICE.....

August 29, 1973

Mr. Ulysses Chatman, Principal
Hudson Elementary School
3300 Huntsville Road, North
Birmingham, Alabama 35207

Dear Mr. Chatman:

I am presently involved in a doctoral study concerned with the Role of Pupil Personnel Services in Articulation Between Elementary and High Schools in Birmingham, Alabama.

I have received permission from the Administrative Personnel of the Birmingham School System to include your school in the study, if you would agree to participate.

You have already expressed a willingness to take part in this study. I appreciate your willingness to give both time and effort to this project. Vital to this study is a detail analysis and description of student personnel services available to students enrolled in the public schools of this city. Additionally, information regarding the present status of student personnel workers as well as any charts, studies or programs concerning the implementation of student personnel services in the pupil schools would also contribute significantly to this study.

I appreciate your cooperation in working with me in this endeavor and shall be in touch with you again soon.

Sincerely yours,

Gertrude Crum Sanders

(Mrs.) Gertrude Crum Sanders

cc: Dr. Fred Phillips



LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

Leon Kennedy, President

OFFICE.....

October 10, 1973

Mr. James L. Lowe, Principal
G. W. Carver High School
3400 33rd Terrace, North
Birmingham, Alabama 35207

Dear Mr. Lowe:

Some time ago, we discussed the possibility of investigating the guidance practices and student personnel services being carried out in several schools.

Recently, with the assistance of my advisory committee, a questionnaire and a checklist were developed for the specific purpose of carrying out this survey. The questionnaire is to be used to gather information from administrators, teachers and other guidance specialists employed in the schools involved in the survey. The checklist is to be used by the researcher to examine a random sample of seventh and eighth grade pupils' cumulative records.

Perhaps no guidance personnel could answer all items affirmatively, since this instrument is intended to represent the ideal program. Therefore, even if you do not have a formal guidance program, it will be most helpful to us if you will complete the questionnaire.

Very truly yours,

A handwritten signature in cursive script that reads "Gertrude Crum Sanders".

Gertrude Crum Sanders

cc: Counselors

Approved by the Superintendent



LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

Leon Kennedy, President

OFFICE.....

October 10, 1973

Mr. Claude A. Wesley, Principal
Lewis Elementary School
2015 26th Avenue, North
Birmingham, Alabama 35234

Dear Mr. Wesley:

To assist in carrying out our proposed research investigation, we are preparing questionnaires for administrators, teachers, counselors and other pupil personnel workers.

We need to know the approximate number of instruments needed for each participating school. Please fill out the enclosed stamped card and return it to us as soon as possible.

Very truly yours,

A handwritten signature in cursive script, reading "Gertrude Sanders".

(Mrs.) Gertrude C. Sanders

cc: Dr. Fred Phillips
Mr. N. P. Ardillo

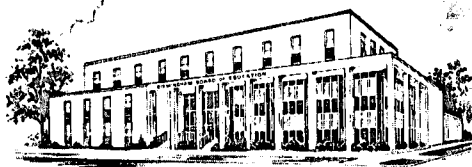
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BIRMINGHAM, ALABAMA 35202

323-8521

OFFICE OF SUPERINTENDENT

October 17, 1973

Miss Gertrude Crum Sanders
Counselor/Educator
Theodore Alfred Lawson
State Junior College
3060 Wilson Road
Birmingham, Alabama 35221

Dear Miss Sanders:

Thank you for your letter of October 15, 1973 wherein you requested maps showing the location of Washington, Lewis, Lincoln, Hudson, Hayes and Carver Schools.

We are enclosing both elementary and high school maps which show the location of the schools you mentioned in your letter. This is all the material we have available at this time.

If it is necessary for you to go into the schools and work, please get the approval of the principal before doing so.

Sincerely,

Fred Phillips
Assistant Superintendent
Division of Curriculum
and Instruction

FP/deb

Enclosures

CC: Mr. N. P. Ardillo



State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104



112

LeRoy Brown
State Superintendent of Education

November 5, 1973

Ms. Gertrude Crum Sanders
861 Goldwire Street, S.W.
Birmingham, Alabama 35211

Dear Ms. Sanders:

The Birmingham City School System will probably have the kind of information you are seeking regarding pupil personnel services for the elementary school. Mr. Jack Cress and his staff have done extensive work at the elementary school level.

Sincerely yours,

A handwritten signature in cursive script, reading "Clifton Nash".

Clifton Nash, Coordinator
Pupil Personnel Services

CN:sw

Enclosure - Ms. Crum's letter to Mr. Cress.

cc: Mr. Jack Cress



LAWSON STATE COMMUNITY COLLEGE
3060 Wilson Road - Birmingham, Alabama 35221

Leon Kennedy, President

OFFICE OF THE PRESIDENT

December 18, 1974

Dear Colleague,

I am presently involved in a study concerned with analyzing the role of pupil personnel services in articulation between elementary and secondary schools. I am asking you to cooperate in this endeavor by checking the items of your choice that are listed on the enclosed questionnaire. I shall greatly appreciate your cooperation and compliance with this request as soon as possible.

I wish to thank you in advance for your cooperation in this research, and if there is anything you do not understand about the questionnaire, feel free to call me at Lawson State Community College, 788-1666, between 8:00 a.m. and 4:00 p.m.

If you will be interested in the results of this study write your name and address and return it with the questionnaire. I will be happy to send you the results.

Yours truly,

(Mrs.) Gertrude C. Sanders

QUESTIONNAIRE

Kindly evaluate the Pupil Personnel Services in your school by placing a check in the appropriate space.

Your title or position: Administrator _____ Teacher _____ Counselor _____

Student _____ Other (Identify) _____

Code: (SA) Strongly Agree; (A) Agree; (D) Disagree; (SD) Strongly Disagree

SECTION I

	(SA)	Check One (A) (D)		(SD)
1. Guidance services include activities whereby community, parents, teachers, and the school administration may assist the child in gaining self-realization.	_____	_____	_____	_____
2. The role of administrators, teachers, and guidance personnel in the guidance program is defined and understood by the professional staff.	_____	_____	_____	_____
3. Guidance personnel give evidence of understanding the emotional, psychological, and intellectual development of the elementary child.	_____	_____	_____	_____
4. Guidance services are maintained to help children make satisfactory adjustments. A pleasant, unrestrained working relationship exists between pupils and guidance personnel.	_____	_____	_____	_____
5. Every effort is made to maintain and improve the position of the classroom teacher as an effective pupil counselor.	_____	_____	_____	_____
6. Guidance service records are adequate, accurate, and up-to-date.	_____	_____	_____	_____

	(SA)	<u>Check One</u>		(SD)
		(A)	(D)	
7. Security measures are taken to protect the integrity of the individual child's record for authorized and professional use only .	_____	_____	_____	_____
8. Adequate provision is made for the exchange of essential information among the instructional staff, pupils, parents, counselors, administrators, and community resource personnel.	_____	_____	_____	_____
9. There is extensive sharing of records between the elementary school and the next level of schooling .	_____	_____	_____	_____
10. Both the guidance personnel and the school administrator encourage and facilitate the full utilization of pupil's test scores and personal data records by the professional staff .	_____	_____	_____	_____
11. Guidance services provide special assistance to children during their transition from one school to another .	_____	_____	_____	_____
12. In order that guidance services may be used appropriately, there is a degree of flexibility regarding educational placement of individual pupils .	_____	_____	_____	_____
13. Provision is made for effective use of the services of counselors, social workers, school nurses, psychologists, physicians and psychiatrists .	_____	_____	_____	_____
14. Guidance services provide follow-up studies for the improvement of the total school program .	_____	_____	_____	_____
15. The school system encourages guidance personnel to participate in professional activities on local, state, regional and national levels .	_____	_____	_____	_____

SECTION II

In this section, your response will help us to determine the extent of which concern for articulation is expressed in the objectives and practices of pupil personnel programs at your school.

Code: (A) Always; (S) Sometimes; (N) Never

	(A)	<u>Check One</u> (S)	(N)
1. Children are helped to understand the meanings of grades and test scores in the elementary school that will help them in high school.	_____	_____	_____
2. Children are helped in the elementary school to understand the reasons for special placement once they get to high school.	_____	_____	_____
3. Children in elementary school receive necessary psychiatric treatment that should help them in high school.	_____	_____	_____
4. Children are examined periodically by the school doctor to determine their health status.	_____	_____	_____
5. Orientation sessions are held with pupils at the elementary school to acquaint them with programs at the high school.	_____	_____	_____
6. Provisions are made for elementary pupils to visit high schools prior to the date of their expected enrollment.	_____	_____	_____
7. Teachers and counselors cooperate in helping pupils in elementary school plan their secondary school program to meet their individual needs.	_____	_____	_____
8. Group guidance sessions are held for elementary school pupils to acquaint them with the type of curriculum, rules, and regulations at the secondary school.	_____	_____	_____

	(A)	<u>Check One</u> (S)	(N)
9. Individual and group cumulative records of elementary pupils are studies by high school personnel with the idea of helping to devise better ways of meeting the pupil's needs.	_____	_____	_____
10. Former students and graduates of the elementary school are invited to participate in orientation programs at the elementary school.	_____	_____	_____

SECTION III

In the following sections there are three (3) columns. "Column 1" is to be checked "yes" if you agree with the statement. "Column 2" is to be checked "no" if you do not agree with the statement, and "Column 3" if you are not sure as to your opinion about the statement.

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
1. Do you feel that counselors should develop test profiles, summaries or case histories of students in elementary school to help counselors in high school help the new student?	_____	_____	_____
2. Do you feel that the need of guidance in the elementary school is not as great as the need for guidance in high school?	_____	_____	_____
3. Do you feel that guidance in the elementary school is worthwhile?	_____	_____	_____
4. Is there a school psychologist at your school or in your school system that services your school?	_____	_____	_____

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
5. In your opinion, is there any need for a school psychologist at your school?	_____	_____	_____
6. Do you feel that pupils from the elementary school should visit secondary schools for orientation programs?	_____	_____	_____
7. Do you feel that coordination of the school activities program should be the responsibility of the guidance counselor?	_____	_____	_____
8. Do you feel that former students of your school can help the new student with school adjustment problems?	_____	_____	_____
9. Do you feel that a problem beyond the teacher's training should be referred to the counselor?	_____	_____	_____
10. Do you feel that the counselor should be able to confer with the teacher regarding the problems of students?	_____	_____	_____
11. Do you feel that the counselor should furnish a review of a student's interview to the teacher who made the referral?	_____	_____	_____
12. Do you feel that counseling services should be made available to students who fail to attend school regularly?	_____	_____	_____
13. Do you feel that counseling services should be made available to students who transfer in and out of school?	_____	_____	_____
14. In your opinion, should the classroom teacher work with the pupil personnel specialists at all grade levels?	_____	_____	_____
15. Do you feel that special days and their planning disrupt the school too much? (Field Day, May Day, Fair Day, others).	_____	_____	_____

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
16. Do you feel that co-curricula activities should be available at both the elementary and the secondary school levels?	_____	_____	_____
17. In your opinion, should pupils be allowed to choose organizations and clubs in which they desire membership?	_____	_____	_____
18. Do you feel that assembly programs should be presented by clubs or organizations?	_____	_____	_____
19. Do you feel that high school freshmen should put on original plays depicting some of the problematic situations they themselves had faced the previous September in their adjustment to high school, for new students?	_____	_____	_____
20. In your opinion, should each pupil be given a physical examination prior to enrolling at the next educational level?	_____	_____	_____
21. In your opinion, should parents of elementary pupils be invited to attend movies, plays, or parties held during the year prior to the student's enrollment in high school?	_____	_____	_____
22. Do you feel that brochures, school handbooks, issues of school newspapers and programs of school affairs should be distributed to prospective pupils?	_____	_____	_____
23. In your opinion, should these materials describe both the academic and the social life of the elementary pupils?	_____	_____	_____
24. Do you feel that "open house" should be held for parents and pupils to help the students during the transitional period?	_____	_____	_____

SECTION IV

What aspects of your pupil personnel services program have you helped to implement for improving pupil articulation?

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
Have you done this, this year?			
1. Worked with pupils in small groups to prepare them for the transition from a self-contained elementary school to a departmentalized high school?	_____	_____	_____
2. Developed tutoring programs to help pupils weak in certain basic skills develop proficiency in meeting the requirements for high school?	_____	_____	_____
3. Assisted pupils in understanding and in dealing adequately with their emotional problems through treatment of physical problems before transferring to high school?	_____	_____	_____
4. Established a continuous evaluation of extra-curricular activities of pupils in the elementary school to ascertain the feasibility of their participation in similar activities in high school?	_____	_____	_____
5. Coordinated orientation programs to familiarize groups of incoming students with the school's guidance services, course requirements, student activities, physical layout and traditions?	_____	_____	_____
6. Provided for attitudinal orientation programs to allow for discussions of problems such as: tolerance of various races and religion, and present day mores of youth and adults?	_____	_____	_____
7. Held interviews with pupils relative to their interests, ambitions, and educational plans?	_____	_____	_____

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
8. Counseled students who had personal-social problems as well as those with academic problems?	_____	_____	_____
9. Held a conference with at least one parent of each prospective pupil in the Spring of the year prior to the child's enrollment in the new school?	_____	_____	_____
10. Participated in case conferences which facilitated the giving of individual attention early in the year to the newly arrived pupils who particularly needed help?	_____	_____	_____

SECTION V

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
Are Pupils' Records Used:			
1. As a means of understanding students and their growth and development?	_____	_____	_____
2. To identify pupil weaknesses and strengths in the basic skills?	_____	_____	_____
3. To point out pupils who have difficulty in fitting into a regular school program because of mental ability, high or low?	_____	_____	_____
4. To classify pupils as slow learners?	_____	_____	_____
5. To recognize pupils who have health conditions not conducive to good school and home adjustments?	_____	_____	_____
6. To identify pupils needing the care of the oculist, doctor, and other medical personnel?	_____	_____	_____

	<u>Yes</u>	<u>Check One</u> <u>No</u>	<u>Not Sure</u>
7. In planning more effective instruction and in selecting and organizing educational procedures and facilities?	_____	_____	_____
8. To identify pupils who have problems of social and emotional adjustment and who need the attention of a psychologist, social worker or a behavior clinic?	_____	_____	_____
9. To identify pupils who have unusual talents or very intense interest needing special attention by the teacher?	_____	_____	_____
10. To help the high school teacher prepare orientation programs for incoming students?	_____	_____	_____

**THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION**

PUPIL'S CUMULATIVE RECORD INFORMATION

School Hudson Enrollment Boys 88 Girls 103 Total 191
Principal W. J. S. Chittenden Examined Boys 29 Girls 34 Total 63
7th Grade

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

0	0	0	0	29	34	1.	1.	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
0	0	0	0	29	34	1.	1.	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.

3. Health Information

- (a) Physical
- (b) Mental

29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

29	34	1.	1.	0	0	0	0	29	34	1.	1.
29	34	1.	1.	0	0	0	0	29	34	1.	1.
0	0	0	0	29	34	1.	1.	29	34	1.	1.
0	0	0	0	29	34	1.	1.	29	34	1.	1.

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

12	22	41	64	17	12	58	35	29	34	99	99
0	0	0	0	29	34	1	1	29	34	1.	1.

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

Hickson
7th grade

6. Social Relations

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
15	20	51	58	14	14	48	41	29	34	99	99
0	0	0	0	29	34	1	1	29	34	1	1
10	18	34	52	19	16	65	41	29	34	99	99
0	0	0	0	29	34	1	1	29	34	1	1

7. Interests

- (a) Educational plans
- (b) Other

0	0	0	0	29	34	1	1	29	34	1	1
0	0	0	0	29	34	1	1	29	34	1	1

8. Occupational Choice

- (a) _____
- (b) _____
- (c) _____

THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School Hudson Enrollment Boys 76 Girls 70 Total 146

Principal U. Chatmon Examined Boys 25 Girls 23 Total 48

8th Grade

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0								

3. Health Information

- (a) Physical
- (b) Mental

25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23		

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

25	23	1	1	0	0	0	0	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

25	23	1	1	0	0	0	0	25	23	1	1
25	23	1	1	0	0	0	0	25	23	1	1

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

Hudson
8th Grade

6. Social Relations

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

7. Interests

- (a) Educational plans
- (b) Other

8. Occupational Choice

- (a) _____
- (b) _____
- (c) _____

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
25	23	1	1	0	0	0	0	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
20	15	80	65	5	8	20	35	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1
0	0	0	0	25	23	1	1	25	23	1	1

THE EXTENT PUPIL'S CUMULATIVE RECORDS CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School LEWIS Enrollment Boys 45 Girls 46 Total 91

Principal CLAUDE A. WESLEY Examined Boys 15 Girls 15 Total 30

8th Grade

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
13	15	86	1	3	0	20	0	15	15	1.	1.

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
0	0	0	0	0	0	0	0	0	0	0	0
15	15	1.	1.	0	0	0	0	15	15	1.	1.

3. Health Information

- (a) Physical
- (b) Mental

11	13	23	86	4	2	26	13	15	15	99	99
13	10	86	66	2	5	13	33	15	15	99	99

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

15	15	1.	1.	0	0	0	0	15	15	1.	1.
15	15	1.	1.	0	0	0	0	15	15	1.	1.
10	9	66	60	5	6	33	40	15	15	99	1.
0	0	0	0	0	0	0	0	0	0	0	0

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

14	15	93	1.	1	0	06	1	15	15	99	1
9	10	66	66	6	5	40	33	15	15	1	99

LEWIS
8th Grade

Social Relations

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

(a) Educational plans
(b) Other

(a) _____
(b) _____
(c) _____

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
15	15	1	1	0	0	0	0	15	15	1	1
9	6	60	40	6	9	40	60	15	15	1	1
8	7	53	46	7	8	46	53	15	15	99	99
5	6	33	40	10	9	66	60	15	15	99	1
0	9	0	60	0	6	40	0	15	15	0	1
0	0	0	0	0	0	0	0	0	0	0	0

THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School Lincoln Enrollment Boys 42 Girls 40 Total 82
Principal A. Jones Examined Boys 14 Girls 13 Total 27

7th Grade

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

6	5	42	38	8	8	57	61	14	13	99	99
14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1

3. Health Information

- (a) Physical
- (b) Mental

14	13	1	1	0	0	0	0	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

14	13	1	1	0	0	0	0	14	13	1	1
14	13	1	1	0	0	0	0	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

5	4	35	30	9	9	64	69	14	13	99	99
0	0	0	0	14	13	1	1	14	13	1	1

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

Lincoln
7th Grade

6. Social Relations

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

7. Interests

- (a) Educational plans
- (b) Other

8. Occupational Choice

- (a) _____
- (b) _____
- (c) _____

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
9	10	64	76	5	3	35	23	14	13	99	99
2	6	14	46	12	7	85	53	14	13	99	99
3	5	21	38	11	8	78	61	14	13	99	99
0	0	0	0	14	13	1	1	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1
0	0	0	0	14	13	1	1	14	13	1	1

THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School Lincoln Enrollment Boys 25 Girls 32 Total 57
Principal A. Jones Examined Boys 8 Girls 10 Total 18
8th Grade

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1

3. Health Information

- (a) Physical
- (b) Mental

8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

8	10	1	1	0	0	0	0	8	10	1	1
8	10	1	1	0	0	0	0	8	10	1	1
4	6	50	60	4	4	50	40	8	10	1	1
2	3	25	30	6	7	75	70	8	10	1	1

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

8	10	1	1	0	0	0	0	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1

Lincoln
8th Grade.

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

(a) Educational plans
(b) Other

(a) _____

(b) _____

(c) _____

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
7	10	1	1	0	0	0	0	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1
0	0	0	0	8	10	1	1	8	10	1	1

THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School Washington Enrollment Boys 48 Girls 56 Total 104
Principal James W. Pharris Examined Boys 16 Girls 18 Total 34
7th Grade

	YES				NO				TOTAL			
	No.		%		No.		%		No.		%	
	M	F	M	F	M	F	M	F	M	F	M	F
1. <u>General Information</u>												
(a) Name	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(b) Date of Birth	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(c) Place of Birth	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(d) Address	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(e) Name of Parents	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(f) Occupation of Parents	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(g) Nationality of Parents	16	18	1.	1.	0	0	0	0	16	18	1.	1.
2. <u>Test Data</u>												
(a) Intelligence	4	6	25	33	12	12	75	66	16	18	1.	.99
(b) Achievement	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(c) Aptitude	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(d) Personality and Temperament	3	4	18	22	13	14	81	77	16	18	.99	.99
(e) Interest	5	7	31	38	11	11	68	61	16	18	.99	.99
3. <u>Health Information</u>												
(a) Physical	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(b) Mental	16	18	1.	1.	0	0	0	0	16	18	1.	1.
4. <u>Scholarship</u>												
(a) Scholastic Record	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(b) Promotions	16	18	1.	1.	0	0	0	0	16	18	1.	1.
(c) Changes of Schools Attended	6	5	37	27	10	13	62	22	16	18	.99	.99
(d) Types of Schools Attended	16	18	1.	1.	0	0	0	0	16	18	1.	1.
5. <u>Home Conditions</u>												
(a) Conference Notes	8	6	50	33	8	12	50	66	16	18	1.	.99
(b) Pupil's Attitude Toward Home	2	5	12	27	14	13	87	72	16	18	.99	.99

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

Washington
7th Grade

6. Social Relations

- (a) Extra-curricular activities
- (b) Out-of-School activities
- (c) Relations with teacher
- (d) Hobbies

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F

13	9	81	50	3	9	18	50	16	18	99	1.
0	0	0	0	10	18	1.	1.	16	18	1.	1.
12	10	75	55	4	8	25	44	16	18	1.	99
6	8	37	44	10	10	62	55	16	18	99	99

7. Interests

- (a) Educational plans
- (b) Other

10	9	62	50	6	9	37	50	16	18	99	1.
7	5	43	27	9	13	50	72	16	18	99	99

8. Occupational Choice

- (a) _____
- (b) _____
- (c) _____

THE EXTENT PUPIL'S CUMULATIVE RECORDS
CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School Washington Enrollment Boys 53 Girls 57 Total 110
Principal James W. Pharo Examined Boys 17 Girls 19 Total 36
8th grade

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F

1. General Information

- (a) Name
- (b) Date of Birth
- (c) Place of Birth
- (d) Address
- (e) Name of Parents
- (f) Occupation of Parents
- (g) Nationality of Parents

17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.

2. Test Data

- (a) Intelligence
- (b) Achievement
- (c) Aptitude
- (d) Personality and Temperament
- (e) Interest

17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.

3. Health Information

- (a) Physical
- (b) Mental

17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.

4. Scholarship

- (a) Scholastic Record
- (b) Promotions
- (c) Changes of Schools Attended
- (d) Types of Schools Attended

17	19	1.	1.	0	0	0	0	17	19	1.	1.
17	19	1.	1.	0	0	0	0	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.

5. Home Conditions

- (a) Conference Notes
- (b) Pupil's Attitude Toward Home

15	13	88	68	2.	6.	11	31	17	19	99	99
0	0	0	0	17	19	1.	1.	17	19	1.	1.

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

Washington
8th grade

6. Social Relations
 (a) Extra-curricular activities
 (b) Out-of-School activities
 (c) Relations with teacher
 (d) Hobbies

7. Interests
 (a) Educational plans
 (b) Other

8. Occupational Choice

- (a) _____
 (b) _____
 (c) _____

YES				NO				TOTAL			
No.		%		No.		%		No.		%	
M	F	M	F	M	F	M	F	M	F	M	F
17	19	1.	1.	0	0	0	0	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.
10	9	58	27	7	10	4	52	17	19	99	99
14	15	82	78	3	4	17	21	17	19	99	99
17	19	1.	1.	0	0	0	0	17	19	1.	1.
0	0	0	0	17	19	1.	1.	17	19	1.	1.

THE EXTENT PUPIL'S CUMULATIVE RECORDS CONTAIN ESSENTIAL INFORMATION

PUPIL'S CUMULATIVE RECORD INFORMATION

School	Enrollment	Boys	Girls	Total
--------	------------	------	-------	-------

Principal	Examined	Boys	Girls	Total
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[illegible]

PUPIL'S CUMULATIVE RECORD INFORMATION - Continued

6. Social Relations
- (a) Extra-curricular activities
 - (b) Out-of-School activities
 - (c) Relations with teacher
 - (d) Hobbies

7. Interests
 (a) Educational plans
 (b) Other

- ## 8. Occupational Choice

(a) _____

(b) _____

(c) _____

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EDUCATION

Miles College, Birmingham, Alabama (Teacher Training Diploma,
1941

Alabama State Teachers College, Montgomery, Alabama, B.S. 1949

New York University, New York City, M.A. Degree 1953

Atlanta University, Atlanta, Georgia, Ed.S. Degree 1972

EDUCATIONAL EXPERIENCE

1941-1951	Teacher in Elementary Schools, Birmingham, Alabama
1951-1958	Teacher in Secondary Schools, Birmingham, Alabama
1959-1966	High School Counselor and Girls' Advisor, Birmingham
1966-1968	Counselor, Director of Student Activities, Wenonah State Junior College
1968-	Counselor and Social Science Instructor, Lawson State Community College, Birmingham, Alabama

PERSONAL INFORMATION

Native of Alabama
Mother of one child (daughter)
Grandmother of two children (girls)
Member of several professional organizations
Catholic